

The Army and Team Learning

**A Monograph
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Abstract

THE ARMY AND TEAM LEARNING by MAJ Kareem P. Montague, U.S. Army, 105 pages.

Peter Senge introduces the subject of team learning in *The Fifth Discipline* as one of the necessary disciplines that a group must foster if it is to become a learning organization. It is the fifth “discipline” that organizations must master in order to remain vibrant and viable in a competitive environment. Measuring team learning is a means for an organization to assess the extent to which junior leaders meaningfully contribute to the growth of the organization as a whole, because they believe that their contributions are valued by the organization. An understanding and appreciation of team learning has particular value to the U.S. Army because its success is absolutely dependent on not only the performance of junior leaders, but also on their continued service.

Accordingly, this monograph looks to assess the extent to which the U.S. Army fosters team learning, particularly in battalion and brigade-level units. Following a review of the efforts to evaluate the usefulness of team learning as a concept, the monograph relies on a survey presented to officers at the Command and General Staff College and the School of Advanced Military Studies to assess the vibrancy of team learning in the Army. The monograph also analyzes a means of assessing the health of team learning in the Army through a consideration of those publishing in selected military journals.

The overall assessment of the monograph is that while the avenues are in place for the Army to foster team learning at the battalion and brigade-levels, those avenues are not being adequately exploited to develop and encourage junior officers. The recommendation is that battalion and brigade commanders reconsider the types of OPDs conducted and the methods used to conduct them. Additionally, military professional journals must reengage junior officers to increase their article and letter contributions to the journals.

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Introduction

(Werner) Heisenberg's conversations, recalled in vivid detail and emotion, illustrate the staggering potential of collaborative learning—that collectively, we can be more insightful, more intelligent than we can possibly be individually. The IQ of a team can, potentially, be much greater the IQ of the individuals.¹

Peter Senge on Team Learning

Commanders at every level in the Army continually search for a means to make their units more effective and, thereby, accomplish their prescribed missions more efficiently. In fact, “influencing people by providing purpose, direction, and motivation, while operating to accomplish the mission and improve the organization”² is the Army's baseline definition of leadership. Mission accomplishment and unit proficiency are inextricably linked. The challenge for the commander comes in trying to accomplish each of these independently daunting tasks in a way that does not detract from the other. Too often improvement of the organization is sacrificed at the altar of mission accomplishment which, ironically, has the long-term potential to hamper future missions. This is the “wicked” problem that continues to confront Army commanders today.

Fortunately, Peter Senge posits a solution. In the passage quoted above, from *The Fifth Discipline*, the author recounts a story from noted physicist Werner Heisenberg, Nobel laureate and father of Quantum Mechanics. Heisenberg is referring to countless conversations with Wolfgang Pauli, Albert Einstein, and Niels Bohr and how those discussions spawned some of the greatest scientific breakthroughs of the 20th century. While each of these great thinkers was independently brilliant and engaged in different fields of study, according to Heisenberg, they

¹ Peter M. Senge, *The Fifth Discipline: The Art and Practice of the Learning Organization*, 3rd ed. (New York: Currency Doubleday, 2006), 221-2.

² FM 6-22 - *Army Leadership: Competent, Confident, and Agile* (Washington, D.C.: Department of the Army, 2006), Glossary-3.

were able to build upon their individual talents and achieve something greater collectively. These accomplishments hinged upon their interaction with each other.

Although the fields, modern science and military operations, may seem disparate the fundamental principle is the same. Collectively, those in the pursuit of some goal, be it developing a comprehensive theory of the universe or securing a sector of northern Iraq, have a greater *potential* for success if they can propagate their individual talents and perspectives into some combined whole. What remains is developing a means to translate that potential into a reality. Unfortunately, the accomplishment of this requires more than simple addition. This is the primary aim of Senge's concept of "team learning."

Team Learning

Peter Senge introduces the subject of team learning in *The Fifth Discipline* as one of the necessary disciplines that a group must foster if it is to become a learning organization. It is the fifth "discipline" that organizations must master in order to remain vibrant and viable in a competitive environment. The other disciplines are systems thinking, personal mastery, mental models, and building shared vision.³ While the text was originally intended to provide leadership and success lessons in the field of business, the author acknowledges that its recommendations are easily extrapolated into a variety of fields. The second chapter of this monograph will discuss the developments that have been made at putting Senge's theories into practice in academic settings.

In his text, Senge expounds upon team dynamics theories originally credited to physicist David Bohm. Through his work in the sub-fields of quantum theory and relativity, Bohm posited a new approach to looking at the advancement of knowledge among human beings. In his view, thought should be more accurately characterized as a "collective phenomenon" and not the

³ Senge, 6-9.

generally recognized endeavor of individuals. Whether this principle manifests itself through teams working together to accomplish a challenging project or through individual scientists building upon one another's work in order to make particular breakthroughs, these efforts had to be construed as existing in more than one mind. Bohm went further by contrasting the incoherent nature of individual thoughts and ideas with the potential enlightenment of group efforts. Bohm's key to merging the potentially counterproductive nature of individual thought into his effective "collective phenomenon" required the interaction of individuals through discourse.

Bohm spends a great deal of time in his writings delineating between the two types of discourse, discussion and dialogue. While both types of discourse are essential to enhance collaborative efforts, an understanding of the distinct difference between the two is necessary in order to recognize their respective value. Bohm traces both words to their Greek roots. Discussion, with the prefix "dis-" for apart and root "cuss" for hit or collide, involves the collision of ideas in an environment of competition. The value of discussion comes in the review of a thought or concept from various perspectives, with concessions from differing parties in the emergence of a "winner."⁴ According to Bohm, discussion has become the dominant means of the process of discourse, to the detriment of coherence and reason.

Dialogue, in contrast, has in many ways become the forgotten mode of exchanging ideas. The literal definition from the Greek is "meaning through." A dialogue of ideas is not driven by competition, but by a desire for greater understanding among participants. Dialogue is vital in discourse because it accounts for inconsistency and incompleteness of individual thought through a group's pursuit of greater understanding. Senge cites Bohm's analogy of a stream to further depict this understanding. The stream represents meaning or knowledge, where an individual's perspective is limited to what he can gather within his "coarse net" cast into the stream. It is

⁴ David Bohm, "On Dialogue" in *On Dialogue: David Bohm*, ed. Lee Nichol (London: Routledge, 1996), 7.

impossible for the individual to perceive the knowledge that exists beyond that which is caught within his own net. Dialogue allows the merging of the nets of various participants in order to form a finer net, which leads to a greater common understanding.⁵ The process is constructive by necessity, where discussion requires a certain amount of deconstruction.

Both dialogue and discussion are required for effective discourse, but Senge builds upon Bohm to conclude that most competitive organizations have lost the ability to dialogue because it is more difficult to conduct, is more time consuming, and is inconsistent with the fundamental dynamics of hierarchic organizations. One of Bohm's requirements for effective dialogue is that group members see each other as colleagues. This does not mean that they have to be equals within the organization, only that they perceive the goal of their pursuits as mutual understanding and learning. If the organization is engaged in achieving a common goal, each member in a dialogue must be imbued with a notion that their contributions are of value, not just to confirm or deny the thoughts and beliefs of the leaders, but in the quest for greater understanding.

In this regard, Senge is concerned with specific processes within an organization that allow for team learning. Effective organizations must create the space for dialogue within their operations, whether through the way in which certain functions operate or in the way in which various departments interact with each other. Senge provides several corporate examples where the spirit of team learning is thriving, and some where it has become stagnant. The key to success for those organizations that are achieving results is identifying elements of their operation where they foster team learning and then continually practicing in those areas. This requires leaders to develop a realization of the potential shortcomings of their organizational practices, a plan to incorporate the fundamentals of the team learning discipline into their organization, and a means to measure the vibrancy of this investment in team learning among their subordinate leaders.

⁵ Senge, 223-225.

Applicability and Roadmap

The concept of team learning has direct applicability to the U.S. Army. Senge's theories, originally published in 1990 as a guidebook for building and maintaining effective corporations, are easily transferable to the business of fighting and winning the nation's wars. In fact, Senge identifies the existence of a "learning infrastructure" within the U.S. Army that achieves a level of sophistication unsurpassed by any corporate equivalent.⁶ The strength of the Army's institutional learning model rests on four elements: a formal educational structure pegged to a soldier's advancement through the ranks, the external evaluation available to units through computerized and physical simulation with supporting After Actions Reviews (AARs), a dedicated and full-time commitment to research and study into best-practices through institutions such as the Center for Army Lessons Learned (CALL), and the existence of a codified doctrine system that governs the actions of the organization. Many of these elements of organizational learning do not exist in the corporate sector and their existence within the Army creates the potential for a learning organization.

The challenge for the Army is that it is a multi-tiered organization. The U.S. Army at large, which is the recipient of Senge's praise, is comprised of independent organizations where the fostering of team learning must also be evaluated. This monograph will focus on an analysis of the extent to which an aggressive pursuit of a team learning environment exists at the tactical battalion and brigade-level. The extent to which battalion and brigade Commanders are building a sense of collective vision among subordinate leaders is a valuable yet neglected question with regards to the emphasis on team learning in the Army. This monograph will attempt to fill that gap.

⁶ Ibid, 313.

The succeeding chapters will each address various aspects of team learning. The next chapter provides an academic perspective on the concept of team learning, including a series of case studies on the analysis of the concept within academia. Chapter three provides an analysis of a survey on team learning at the battalion and brigade-level, provided to field grade officers at the Army's Command and General Staff College. This chapter provides a different picture of the vibrancy of team learning than the institutional perspective offered by Senge. Chapter four provides a recommended measure of the effectiveness of a collective learning mindset in the Army, through a statistical review of selected professional journals. Finally, the conclusion assesses the current health of team learning at the tactical level in the Army, with recommendations for the future.

Team Learning in the Classroom

For professionals, group learning can facilitate the description and development of knowledge within practice, enhance reflection, and overcome many of the barriers to CPD (Continuing Professional Development), such as inadequate time and resources.⁷

Plastow and Boyes

Since its initial publication in 1990, Peter Senge's *The Fifth Discipline* has witnessed widespread popularity and application. Business, political, and military leaders alike have attempted to apply the principles of the text to their respective organizations in order to enhance group dynamics and overall performance. One area that has led the effort in deconstructing, analyzing, and ultimately embracing the potential benefits of team learning has been academia.⁸ Educators at all levels, from elementary to graduate and professional-level, have experimented with the various aspects of Senge's argument and, more importantly, they have documented and published their findings. This chapter will consider three specific case studies where the application of the team learning has been evaluated in a classroom environment. Following the consideration of an alternative view of group intelligence, the chapter will conclude with an extrapolation of the results of the academic studies to possibilities within the realm of military training.⁹

⁷ Chris Boyes and Nicola Plastow, "Unidisciplinary continuing professional development in a multidisciplinary world: experiences from practice," *Work Based Learning in Primary Care* Vol. 4, Issue 4 (2006): 324.

⁸ In fact an academic discipline, Team-Based Learning, has seen significant growth in the last decade. Most notably, Boston University incorporates the study of team learning into its Masters in Business Administration (MBA) program and offers a "Team Learning" track at the Management School. The majority of results from a search engine query into "team learning" are university collaborative programs and assistance websites for secondary and primary school teachers.

⁹ For additional reading and case studies on the subject see the "Journal and Magazine Articles" section of the bibliography.

Case Studies

There have been a significant number of research studies into team-based learning models since 1990. The field of alternative teaching methods is already voluminous, as teachers at all levels attempt to improve the effectiveness of their instruction. Senge's work merely provided educators the opportunity to test a new branch of alternative teaching based on "team learning." The three case studies below were chosen because specific elements of each relate to discussions on leader training opportunities in later chapters. While these three represent a small sample size, all of the available literature has concluded that "team-based learning (TBL) enhances students' communication skills, group interaction skills, and comprehension of complex course concepts."¹⁰ This finding in and of itself is enough to capture the interest of organizational leaders, eager to improve the capabilities of team members.

Case Study #1 – TBL in an Undergraduate Psychology Course

The first study was conducted in 2006 at Northwest Missouri State University, in Maryville.¹¹ A group of 40 undergraduate students enrolled in an Industrial/Organizational Psychology Course participated in the semester-long study. Following the structure of previous studies, Professor April Haberyan divided her class into small teams and divided the course's learning activities into three sequenced sets: a preparation phase, an application phase, and an assessment phase. Participation in the survey was voluntary and anonymous and results were gathered through comparison of student performance with the previous semester's course, taught

¹⁰ Lourdes F. White, "Motivating Students to Become More Responsible for Learning," *College Student Journal* Vol. 32 (1998): 196.

¹¹ April Haberyan, "Team-Based Learning in an Industrial/Organizational Psychology Course," *North American Journal of Psychology* Vol. 9, Issue 1 (2007): 143-152.

using a traditional lecture method, and a series of survey questionnaires given to students throughout the course.¹²

Students involved in the Haberyan survey remained with their respective teams for all three phases of instruction. The instruction for each portion of the class was designed to support one large team project, which was completed at the end of the semester. The focus of this project was the development of a company from conception to the submission of a portfolio with a complete business plan. The professor designed the modified class structure in order to meet University and Department requirements and to ensure that students received instruction in the required subjects to allow follow-on education for Psychology majors enrolled in the course. Following the completion of the course, students were asked a series of questions to specifically evaluate the teaching method. The results of the study found both improved performance in the class, as compared to the previous semester, and a significantly higher evaluation of TBL by students when asked to compare it to lecture-style classes.¹³

In addition to the improved performance and satisfaction of the students, this study presented two additional findings that merit further discussion. First, the survey administrators noted a fundamental change in the dynamic of the class above and beyond student performance. Specifically, “(s)tudents in the TBL class exhibited more student-to-student engagement and more student-to-instructor engagement.”¹⁴ The study noted that students were more willing to challenge the faculty about specific aspects of the course and regularly participated in more rigorous discourse than in previous classes. This dynamic shift also altered the role of the professor to one of facilitator of learning as opposed to director of learning. The second finding

¹² Ibid, 145.

¹³ Ibid, 147-8. In the Journal article Professor Haberyan acknowledges the limitations of her study, namely that it is a convenience sample, that the comparisons are limited because of the semester time difference, and that the novelty of the teaching method could influence student perception. Despite these limitations, her findings are still valuable in assessing the value of the team-learning model.

¹⁴ Ibid.

of interest was the effectiveness of TBL in ensuring a fair distribution of group work. The study officials measured this through a peer evaluation system. Consistently poor peer results would have led to students being fired from their groups. This never occurred during the semester and was attributed to the investment of individual students in their “company identities”. This assessment is consistent with other studies on peer evaluation and team learning.¹⁵ Professor Haberyan concluded that further study was of value and that TBL led to a “(p)romotion of critical thinking, tolerance of diverse individuals, cognitive development, expression of creativity, and improved social skills.”¹⁶

Case Study #2 – High School Study Groups

The second case study was an article that provided 20 years of observed anecdotal evidence from the perspective of a teacher on the value of high school study groups.¹⁷ The study began with the following statement: “What if engagement were truly at the center of learning, if teachers and students could work together as teams discovering, reflecting, and processing new knowledge?”¹⁸ The author began with a definition of study groups as gatherings at designated times and places where students read, wrote, and thought critically about specific topics. These study groups were of value because they were inherently more engaging than a strict lecture curriculum. Students gravitated towards areas of interest and developed team relationships that were more focused than mere course headings or subjects. Additionally, students were allowed to move at a pace determined by the group and explored the topics with spirited discourse and debate. The author did not limit participation to the student body and considered the most successful groups to be those that drew in participants from outside the school, such as parents

¹⁵ Lynn Bowes-Sperry et.al., “The Effect of Peer Evaluations on Student Reports of Learning in a Team Environment: A Procedural Justice Perspective,” *Journal of Behavioral & Applied Management* Vol. 8 Issue 3 (2007): 4-24.

¹⁶ Haberyan, 149.

¹⁷ ReLeah Lent, “In the Company of Critical Thinkers,” *Educational Leadership* Vol. 64 Issue 2 (2006): 68-72.

¹⁸ Ibid, 68.

and interested professionals or community members, and that led to some specific action or event that drew “on the groups’ learning.”¹⁹

The author provided several examples of effective study groups. Specific examples of current events groups, historical study groups, common reading interest groups, and scientific research groups all presented the concrete benefits to the students and the school community as a whole. The research group was specifically linked as a means to fill a budgetary shortfall in many school districts, which lack the funding to provide research-focused science classes. In these study groups students could receive guidance from interested teachers and be provided resources and facilities from outside public agencies or private corporations. The article concludes with potential methods with which to account for the learning value of such groups, if districts required it. The end result of ReLeah Lent’s analysis was that school study groups presented the most effective means by which to make students “responsible for their own learning.”²⁰

This second study also provided two points of valued insight, beyond the obvious benefits of the study group format as a means to enhance student learning. The first was the organizational environment described by the author that necessitated the pursuit of an alternative learning method. Ms. Lent described a student body populated with many students who were “disengaged from and even contemptuous of learning”²¹ as a result of the nature of instruction. Students who passively received information were less likely to remain engaged or to think critically about the acquired knowledge. This is the danger of learning methods that rely solely or even predominantly on lecture-like presentations. The second observable point that will frame future discussions of Army leader training techniques involved the way in which outside agencies

¹⁹ Ibid, 71.

²⁰ Ibid, 72.

²¹ Ibid. 68.

and individuals were incorporated into the study in order to enhance the learning. This technique further invested students into the process, as it engendered the learning with an aura of applicability. The end result was ultimately a more focused and engaged group of students, which added value to the entire school system.

Case Study #3 – “Team Learning” in a Community of Medical Professionals

The final study involved a group of British medical employees at the National Health Service (NHS) Trust, a large hospital that had relocated to a new facility.²² The employees and management staff had experienced elevated levels of tension and ambiguity associated with the move, and one member had instituted a voluntary program to explore and incorporate the principles of team learning among the staff. Although this study did not take place within the confines of an academic institution, the administrator of the study maintained all of the academic standards of a research study. Additionally, the study sessions were pursuits of an academic discipline, that of understanding and developing a model to apply team learning, and they were conducted as group and one-on-one classes. The study was conducted over two years with results captured both in the form of narratives of the various discourses of the group and the resultant mental models derived from team interaction. The study involved 15 participants serving in a wide range of roles, from managerial to administrative to care provider, within the hospital staff. The goal of the study was to develop team learning techniques where “long-term results would be achieved if a development process could help participants feel more committed to making organization changes.”²³ This study was unique in that it not only incorporated team learning techniques, but also made the embrace of the team learning concept a focus of the group study.

²² John Sparrow and David Heel, “Fostering Team Learning Development,” *Reflective Practice* Vol. 7 Issue 2 (2006): 151-162.

²³ Ibid, 154.

The article begins with an analysis of the foundations of Senge's principles, which include an understanding of the fundamental requirements of Dialogue Theory.²⁴ This theory requires an understanding of necessary practices for effective dialogue.²⁵ From this conceptual analysis the study authors describe the conditions which led to the pursuit of a team learning methodology. The principal researcher conducted the effort as a three phased process: an informational presentation to the hospital staff and selection of participants through a series of interviews, a period of knowledge sharing and trust development, and a series of team dialogues and explorations.²⁶ The findings included both an assessment of participant perceptions of the value of team learning and a series of models developed by the members to capture the "learning" of the group. The study participants identified four conceptions within the development process: knowledge sharing, work culture and environment, action, and personal mastery.²⁷ The conclusions from the study suggested that extensive reflection and contemplation were required in order to complete the personal change required to reap the benefits of team learning. The researchers registered measurable change in the perceptions of the participants, specifically with regards to the value of team learning.

This study highlights the intrinsic value in incorporating team learning principles into an organization, no matter how diverse the leaders. Participants came from various disciplines within the hospital, as well as various levels of authority, yet the only requirement for their success was commitment to the process. Additionally, the nature of the discourse was less important than the results of creating an environment conducive to effective dialogue. The goals of this study were simply to gain an understanding of team learning, yet the results displayed an

²⁴ Linda Ellinor "Dialogue Defined", under "The Dialogue Group," <http://www.thedialoguegrouponline.com/> (accessed 13 January 2008).

²⁵ Sparrow, 152. These "ground rules" are: Suspension, Identifying Assumptions, Listening to Meaning, Balancing Inquiry and Advocacy, Reflection, and Holding Tension.

²⁶ Ibid, 155.

²⁷ Ibid, 156.

improvement in how the hospital leaders perceived the value of the team. The challenges within this study included the time that it took to develop effective dialogue techniques, the requirement for a properly trained facilitator to guide the process, and the translation of the developed models to individuals outside of the group. Nonetheless, the overall effects of the pursuit were positive; the team achieved a collective understanding of team learning, reflected in their models, that none of the participants could have created individually. (See Figure 2-1).

This collective understanding is reflected in the picture. The representation captures the relationship between understanding, dialogue, professional relationships, and inquiry and how each of these elements contributes to team learning equally. While hierarchical organizations tend to emphasize the significance of professional relationships in the acquisition of knowledge, it is only one element in the process, working in conjunction with the other components to create the support structure or ‘space’ that allows the team learning to take place. This realization, for the leaders embarking on the journey, spoke to the criticality of understanding the dynamics of team learning in the tackling of any problem. The benefits of this realization will be further explored in the succeeding chapters.

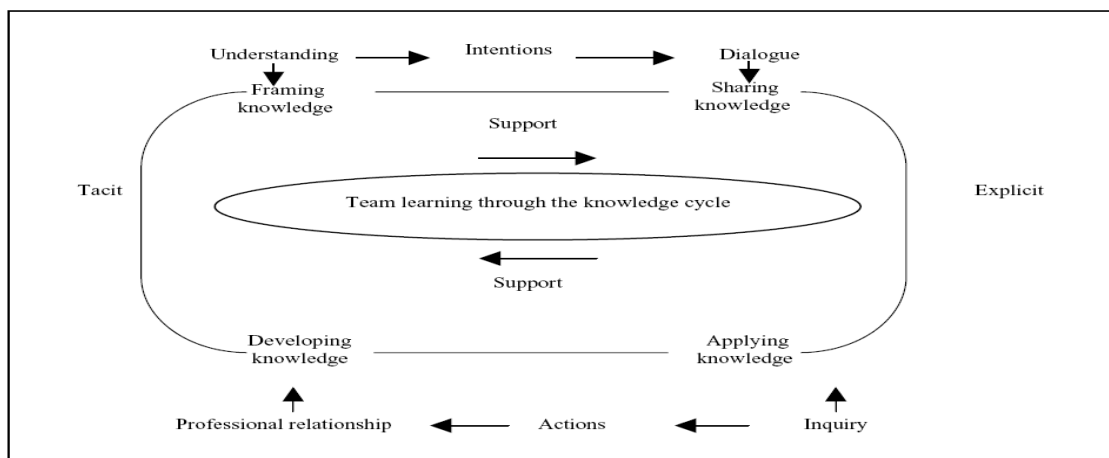


Figure 2-1 – Group-Developed Knowledge Sharing Model²⁸

²⁸ Ibid, 157.

Alternative View of Team Learning

Each of these three case studies represents the predominant trend within the available research regarding Senge's principles of team learning. In the interest of allowing for a complete academic review of the theories before applying them to Army training, there is one opposing view that predates Senge's argument. In 1982, Gayle Hill, a Michigan State University psychology professor, released an article critical of the research practices that had yielded the conclusion that groups outperformed individuals in the accomplishment of similar tasks.²⁹ Hill's research reviewed 139 surveys on group versus individual performance. Her analysis found that, while group performance did often exceed that of individuals, the previous research often did not adequately accurately assess the level of individual performance within the group. She discovered instances where high performing individuals exceeded the capabilities and outputs of groups, in certain settings.³⁰

While Professor Hill's findings were critical of certain group performance surveys conducted prior to Senge's identification of team learning principles, her analysis does not invalidate the findings of the studies listed above. In fact, she identifies "learning tasks" as the type in which group performance is most often superior to individual performance.³¹ The learning strategies of groups allow for greater creative thought and reflection, due to the diversity of the members, which is consistent with the academic findings. Groups also garner an advantage over individuals in the arena of problem solving. Recently, Hill's research was used to support one of the tenets of democratic peace theory, that decision making groups are more effective in

²⁹ Gayle Hill, "Group Versus Individual Performance: Are N+1 Heads Better Than One?" *Psychological Bulletin* Vol. 91 (1982): 517-539.

³⁰ Ibid, 535.

³¹ Ibid, 520.

complex problem solving than their autocratic counterparts.³² While Hill's research is rightfully critical of earlier research practices, her critiques are outside of purview of this paper, specifically because she recognizes the same strengths in team learning; the ability to develop better solutions through the commitment of all members in the pursuit of one goal.

Relevance

The analysis of the available literature is consistent with Senge's initial findings. Fostering team learning is the most effective means through which organizations can improve the capability of all of their members. More importantly, the studies identify a unique opportunity for organizations to develop cohesiveness in their leaders through the use of internal educational opportunities in order motivate and develop trust in team members. The lessons of the studies above, most notably the unique potential of a conducive development dynamic that exists in learning pursuits and the long-term benefits to an organization, will prove particularly valuable as the next chapter discusses the Army's conduct of Officer Professional Development at the battalion and brigade-level.

³² John Patty and Roberto Webber, "Agreeing to Fight: An Explanation of the Democratic Peace," *Politics, Philosophy & Economics* Vol. 5 (2006): 305; available from <http://ppe.sagepub.com/cgi/reprint/5/3/305.pdf>; Internet; accessed 13 January 2008.

Officer Professional Development – Survey Analysis

“Many units claim to be a learning organization, however they fail to become (sic) learning organization for several reasons. First, commanders fail to develop, articulate and to get subordinate leader buy-in. Second, unit senior leadership does not consider subordinate or junior leaders (sic) opinions. Lastly, with current OPTEMPO, there is no time allocated for reflection.”

Anonymous Survey Respondent³³

If we accept the benefit to units of fostering team learning, then the challenge for military leaders remains balancing this requirement with the inherently hierarchical nature of the U.S. Army. Fortunately, this chapter opens the window to an opportunity for battalion and brigade-level leaders to reap the benefits of the collective intelligence of unit leaders without jeopardizing the organizational structure that is so vital to mission accomplishment. As the various case studies have shown, the most significant and tangible accomplishments within the framework of Senge’s original concepts have taken place within the domain of classroom dynamics. The question then becomes one of identifying training opportunities that involve battalion and brigade-level leaders that most closely replicate these dynamics. This chapter will explore one such opportunity, unit Officer Professional Development (OPD) sessions.

OPD sessions represent one tool available to the commander in the training and development of leaders. While Army Regulation (AR) 350-1, *Army Training and Leader Development*, is the only Army manual that mentions these sessions specifically, the commander’s requirement to facilitate and direct the instruction of leaders is inculcated throughout the various leadership pamphlets, field manuals, and doctrinal publications.³⁴ The Army’s leadership manual, AR 600-100, discusses the responsibilities for commanders at all

³³ Survey Data contained in Appendices 2 and 3.

³⁴ AR 350-1 *Army Training and Leader Development* (Washington, D.C.: Department of the Army, 2007), 86.

levels to “(e)nsure unit level leader training is conducted...in accordance with AR 350-1.”³⁵

Additionally, the AR 600-100 reinforces the principle of the leadership development domains that are elucidated in the Department of the Army Pamphlet (DA PAM) 600-3, *Commissioned Officer Professional Development and Career Management*. DA PAM 600-3 presents the three interlocking domains of institutional training, operational assignments, and self-development as the terrain upon which officers “engage in a continuous cycle of education, training, selection, experience, assessment, feedback, reinforcement, and evaluation.”³⁶ It places the Commander’s responsibility for leader development within the operational domain, emphasizing the importance of this mission to long-term Army success. (See fig. 3-1). Despite all of these cross-referenced inferences to a commander’s responsibility for OPD sessions, none of these publications goes into significant detail as to how best to accomplish this vital task.

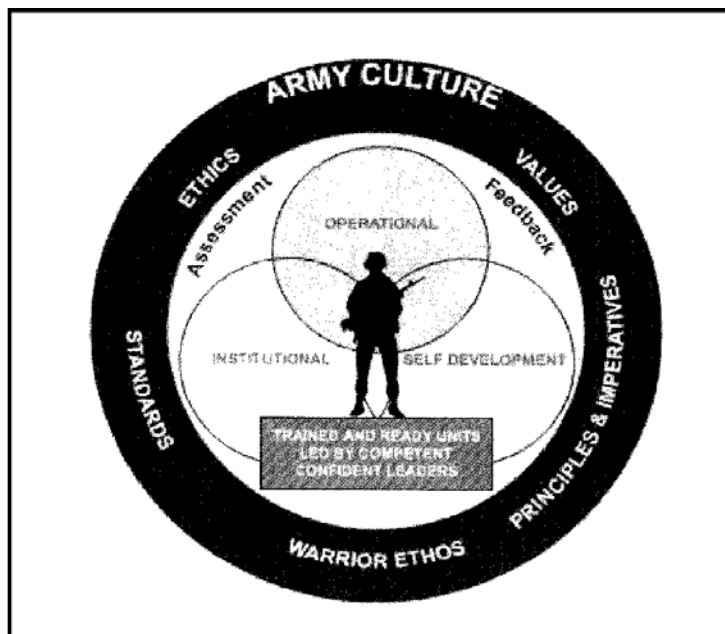


Figure 3-1 Army Leader Development Model³⁷

³⁵ AR 600-100 *Army Leadership* (Washington, D.C.: Department of the Army, 2007), 11.

³⁶ DA PAM 600-3 *Commissioned Officer Professional Development and Career Management* (Washington, D.C.: Department of the Army, 2007), 7.

³⁷ AR 600-100, 5.

In addition to the AR 350-1 reference to OPD sessions, DA PAM 350-58, *Leader Development for America's Army*, mentions the use of “professional development classes and seminars” to enhance the lessons of an officer’s education, but it does not expound upon the subject.³⁸ None of the touchstone Army leadership manuals provides detailed guidance for the conduct of officer professional development sessions. This is a glaring absence, considering the detail given to Noncommissioned Officer Development Program (NCODP) sessions in AR 350-1. Both sessions are introduced in the “General Policy” sub-section of “Leader Training and Leader Development in Units.” The difference is that whereas OPD sessions are never mentioned again, an entire sub-section is devoted to the commander’s execution of NCODP. This section includes goals and objectives for the program, as well as an analysis of what NCOs should gain from these programs. The commander, with the assistance of the Command Sergeant Major and senior NCOs, is provided with a clear road map with which to negotiate his responsibilities to develop NCO leaders in his unit. While each of the doctrinal leader texts details the requirements for mentorship and counseling of subordinates, no such information exists to guide the commander in the structuring of his OPD sessions.

When it comes to OPD development, the commander is given a great deal of latitude. The most detailed guidance is contained in a training field manual (FM). FM 7-1, *Battle-Focused Training*, contains an entire appendix dedicated to “Leader Training and Leader Development in Units”, Appendix A. The FM 7-1 includes the following definition of “leader development”:

The deliberate, continuous, sequential, and progressive process, grounded in Army values, that grows soldiers into competent and confident leaders capable of decisive action. It is the developmental process oriented on teaching leaders how to think in complex environments. It is achieved through the lifelong synthesis of the knowledge, skills and experiences gained through the synergy of the three domains of the Army Leader

³⁸DA PAM 350-58 *Leader Development for America's Army* (Washington, D.C.: Department of the Army, 1994), 13.

Training and Development Model – institutional, operational, and self-development.³⁹

Additionally, FM 7-1 mandates that commanders hold themselves accountable for the conduct of leader training programs. Again, however, when it comes to OPD sessions the manual provides overarching principles without an emphasis on the practice. FM 7-1 provides a “new” way for commanders to think about leader development that emphasizes a comprehensive set of leadership characteristics better suited for the current fight (see fig. 3-2), but it lacks much detail. The only tenets outlined in the publication are that leader development programs be battle-focused, comprehensive, inclusive, and supportive.⁴⁰ The advantage of the non-specific nature of the doctrine regarding OPD sessions is that it provides commanders maximum latitude to focus this program against their specific units and missions. The challenge is that there is little guidance to assist in their development or in their evaluation.

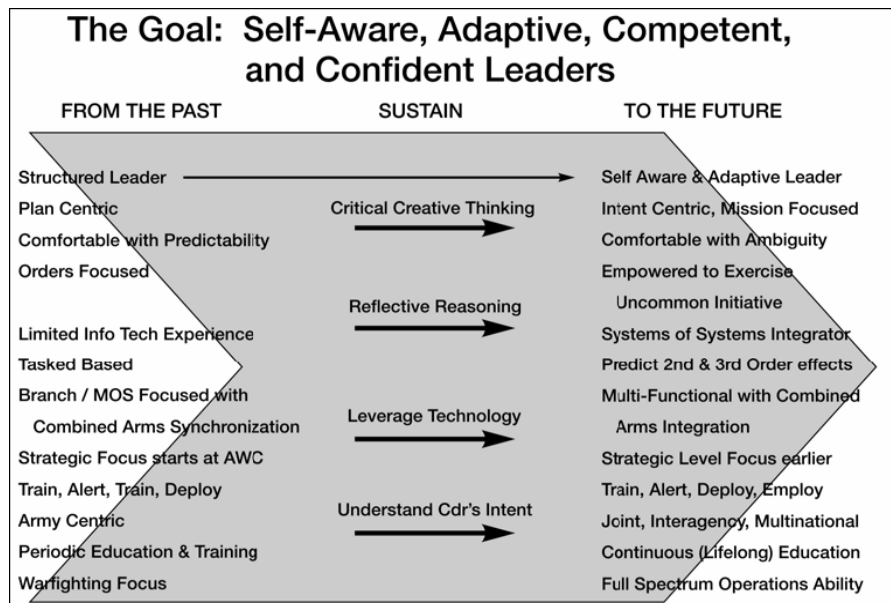


Figure 3-2 – FM 7-1 Goals for Leader Development⁴¹

³⁹ FM 7-1 *Battle Focus Training* (Washington, D.C.: Department of the Army, 2003), A-3.

⁴⁰ Ibid, A-6.

⁴¹ Ibid, A-2.

This chapter will evaluate the state of Officer Professional Development programs at the brigade and battalion-level through the analysis of a survey of U.S. Army field grade officers. The analysis is limited to the “OPD sessions” portion of the commander’s program. It does not address mentorship and counseling, which are also directed responsibilities for unit commanders under leader development doctrine.

Methodology and Composition

The survey discussed in this chapter, *The Army and Team Learning*, was administered under the control and supervision of the Command and General Staff School (CGSS) Quality Assurance Office (QA). The survey was conducted electronically over a 30-day period to a selected population of Command and General Staff College (CGSC) and School of Advanced Military Studies (SAMS) students. Responses were anonymous. 285 CGSC students were selected from an available population of 800 students using an alphabetically sorted roster and a random number generation program. Due to the small population size of SAMS, all 92 students were sent surveys. 147 students responded of the 377 that were solicited (39%), which is consistent with the response rates for CGSS QA-administered surveys.⁴²

The Army and Team Learning was constructed using Inquisite© survey software. It is a nine page survey comprised of an introductory slide, four distinct question sections, an “additional comments” slide, and a concluding page. The survey question sections are “Administrative Data”, “Professional Development”, “Professional Journals”, and “Learning Organizations”. The third section, “Professional Journals”, was further divided into four subsections, “Subscriptions”, “Readership”, “Authorship”, and “Electronic Professional

⁴² As per conversation with Maria Clark, QA survey coordinator.

Discussion Boards.” The sections on “Professional Journals” and “Learning Organizations” will be discussed later in this monograph, in chapters four and five.⁴³

Demographics

The purpose of the first section of the survey was to gather pertinent demographic data. The preponderance of survey respondents (94%) were Majors and 86% of respondents had between 11 and 20 years of service.⁴⁴ (See fig. 3-3). Survey respondents were able to choose from all 19 branch or specialty options and they were evenly dispersed across all branches. The survey was constructed before the merging of the logistics fields and, as such, “Ordnance”, “Quartermaster”, and “Transportation” are listed individually.⁴⁵ No one branch had more than 10% of the respondents and the top six branches (Armor 10.36%, Aviation 9.66%, Infantry 9.66%, Engineers 8.28%, Field Artillery 8.28%, and Ordnance 8.28%) represented only 54% of the total number of respondents to the branch question (79 of 145). (See fig 3-4). 86% of all respondents (127 of 147) have at least one operational deployment of at least six months since 2001 and 44% of those deployed (56 of 127) had more than one deployment of six months in that time period. All 147 respondents had been assigned to a brigade or battalion at least once in their career and 87% (128 of 147) had been assigned at the brigade or battalion at least three times.

⁴³ Screen captures of The Army and Team Learning are enclosed in Appendix 1.

⁴⁴ Complete results for the survey in graphic form, are included in section and question order in Appendix 2.

⁴⁵ For analysis purposes, respondents in the three logistics fields are combined for discussion involving *Army Logistician Magazine*. There were a total of 32 Logistics Officers (10 Ordnance, 10 Quartermaster, and 12 Transportation). The Field Artillery and the Air Defense Artillery figures are combined when discussing the joint branch publication, *The Fires Bulletin*. There were a total of 17 officers in the two branches (12 FA and 5 ADA).

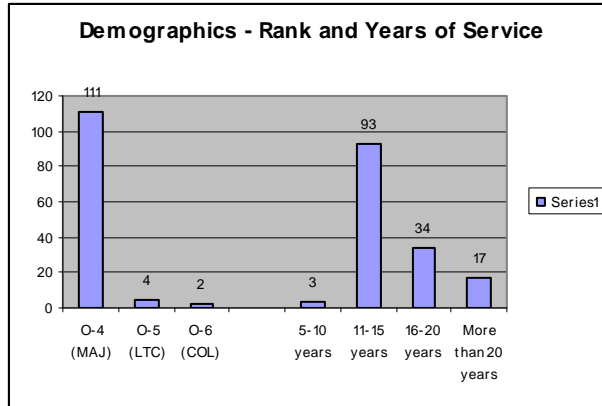


Figure 3-3

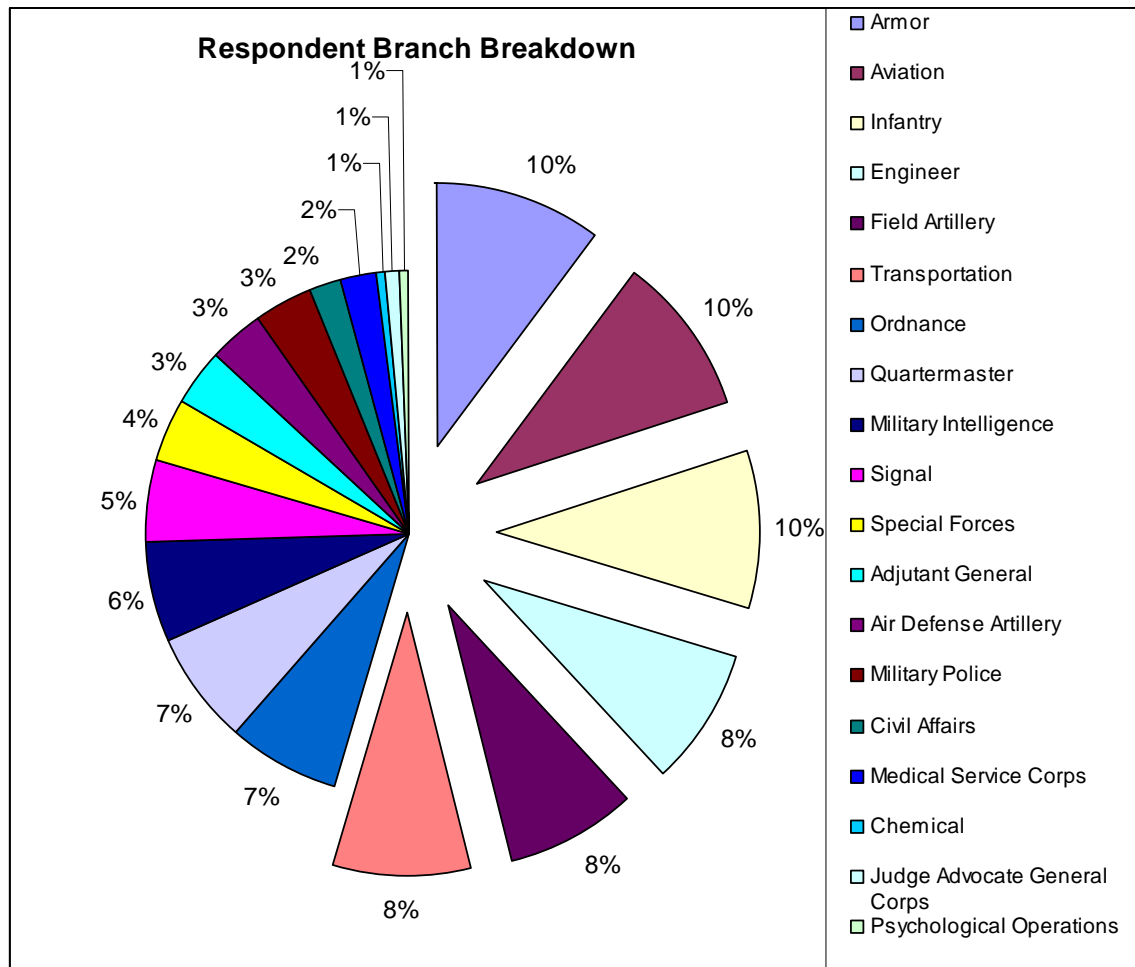


Figure 3-4

Professional Development Data

The “Professional Development” section focused on the conduct of OPD sessions at the respondents’ previous units. Respondents were asked to select the option that best captured the frequency of OPD sessions at each of their last three battalion or brigade-level units. Secondly, they were asked to assess the frequency of each of their last three units during deployment, if they deployed with those units. The choices for these two questions were monthly, quarterly, semi-annually, not conducted on any predictable schedule, or not conducted. The deployment question also included a “did not deploy with this unit” option.

The resultant data from the OPD session frequency questions presented several interesting trends. (See fig. 3-5). First, the most common frequency for each of the last three units was quarterly (39%, 39%, and 37% respectively). Monthly OPD sessions are the second most common in each of the last three units. However, when ‘not conducted on any predictable schedule’ and ‘not conducted’ are considered together, their totals exceed those of monthly OPD sessions and represent over 25% of all selections. Not surprisingly, respondents who deployed with their units reported a less frequent occurrence of OPD sessions. In instances of deployment, ‘not conducted’ and ‘not predictable’ become the top two selections for all three units. When respondents report OPD sessions being conducted during deployment, quarterly is again the most common. (See fig. 3-6). One last point of interest with regards to frequency was that OPD sessions in the last unit and the second to last unit were not statistically more unpredictable in deployed units than in units at home station (24% and 20% as compared to 21% and 19 percent). (See fig. 3-7).

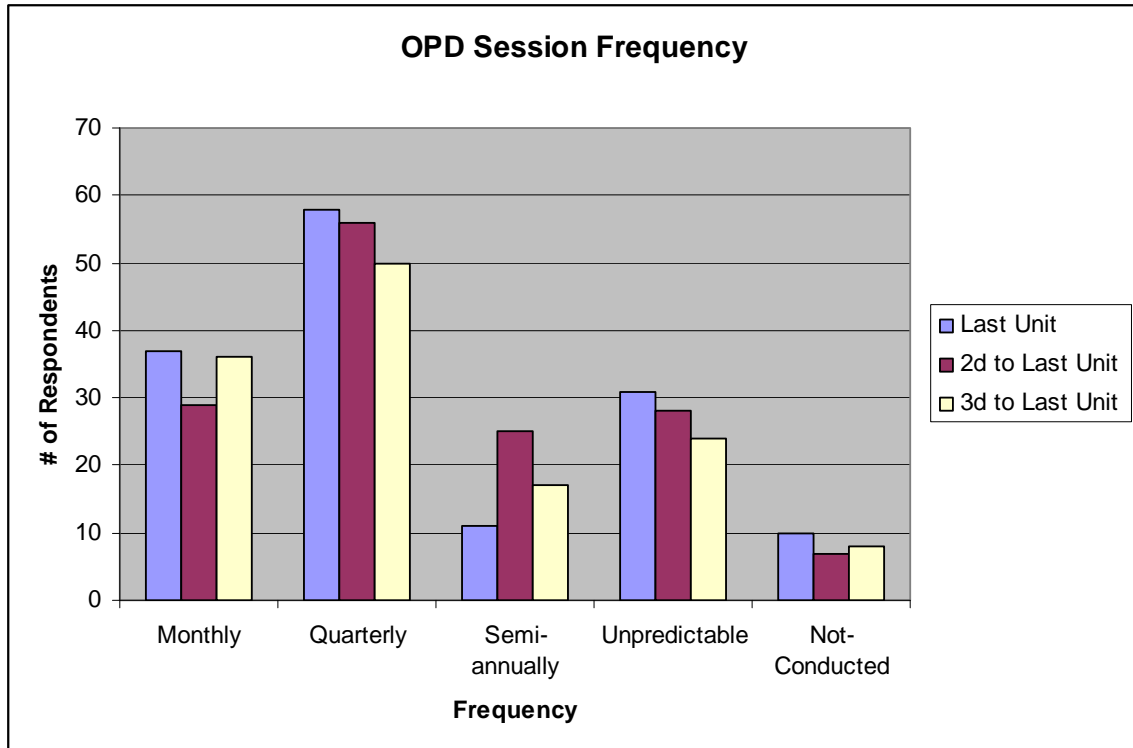


Figure 3-5

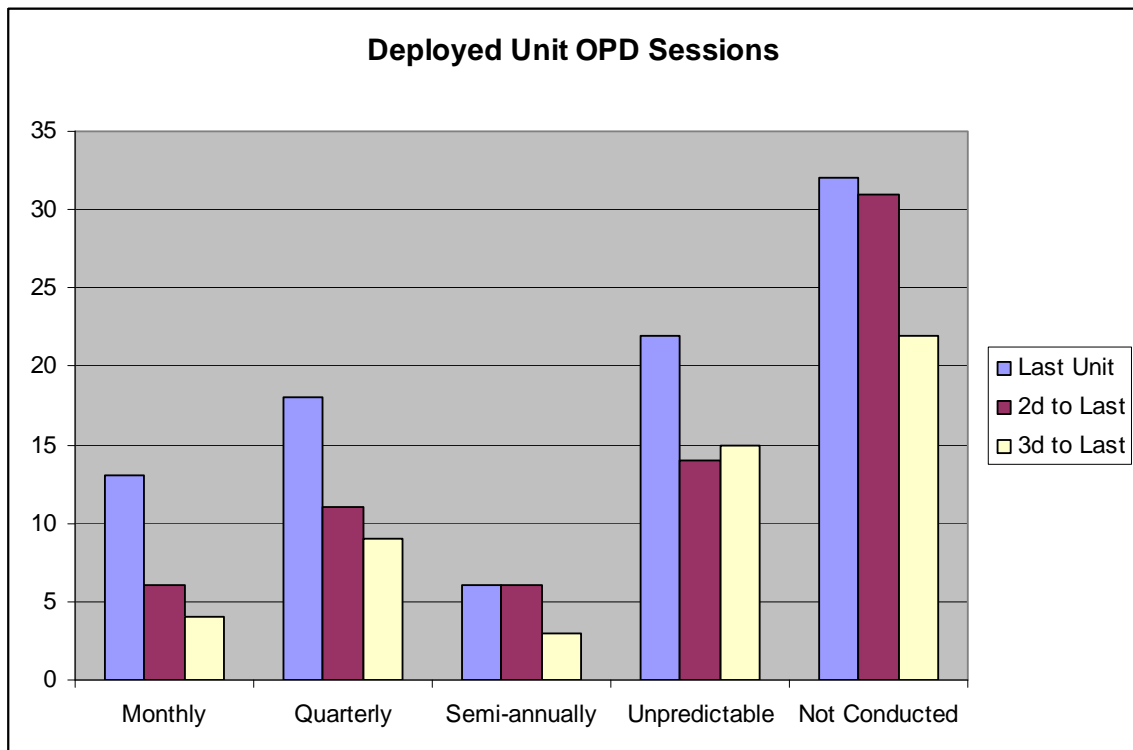


Figure 3-6

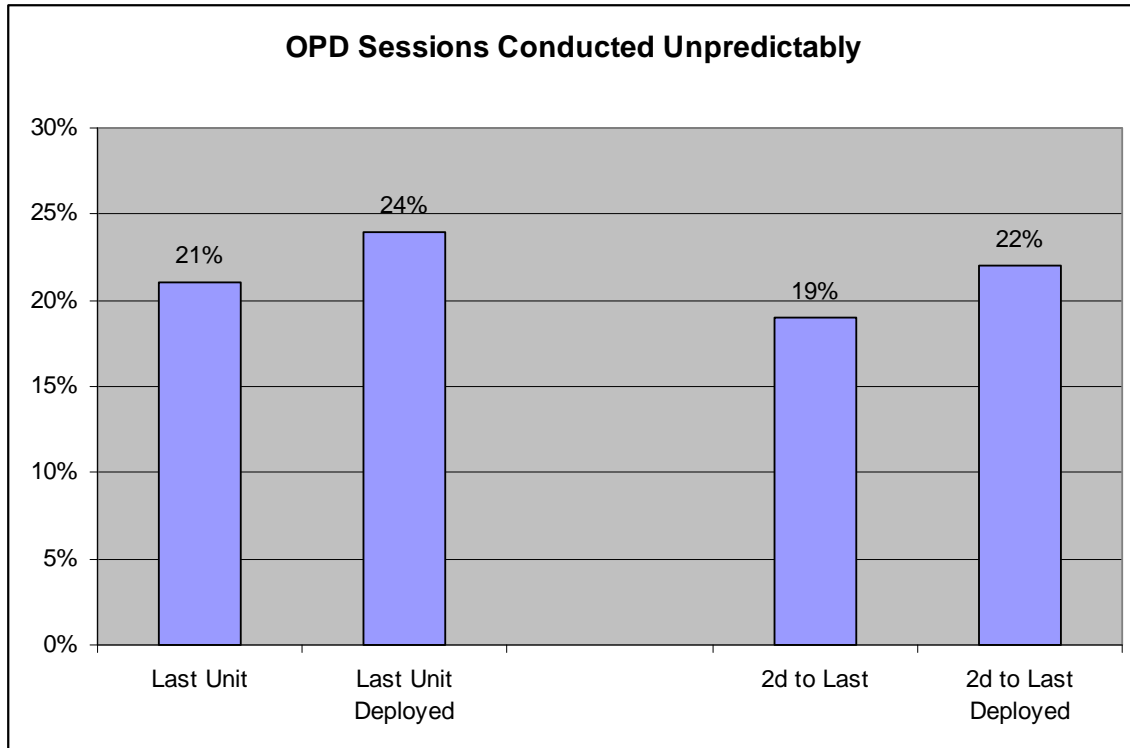


Figure 3-7

The last two portions of the professional development section required that respondents assign a subjective frequency for various types and methods of OPD sessions and then pick the most frequently used type and method. The types of OPD listed were history presentation, Tactics, Techniques, and Procedures (TTP) review, garrison operations presentation, group problem solving exercise, Standard Operating Procedure (SOP) review, doctrine review, upcoming deployment presentation, and 'other'. Respondents could type in a specific type in a succeeding box if they selected 'other'.⁴⁶ The methods for OPD sessions listed were one presenter from the unit, multiple presenters from the unit, presentation from an outside agency, interactive session with one "leader", focused discussion or brainstorm, demonstration, hands-on exercise, or 'other'. Again, respondents could enter a specific method for 'other'. The frequency

⁴⁶ Typed entry answers to survey questions, as well as 'additional comments' are included in Appendix 3.

choices available for each of these blocks of questions were never, rarely, sometimes, often, and always.

The data from the OPD session types and methods portion of the survey also indicated several interesting trends. The least selected frequency category for all types was ‘always’, which indicates at least some variety in unit OPD sessions. The highest instance of ‘always’ occurred in the category of upcoming deployment presentation (3%). In all of the other frequency choices the most frequently selected options were as follows; never – group problem solving exercise (48%), rarely – doctrine review (27%), and sometimes and often – both TTP review (40% and 42% respectively). Consistent with these findings was the fact that TTP review was most often selected as most frequently occurring. (See fig. 3-8) To further develop frequency trends, the author conducted a frequency comparison analysis by dividing the frequency options into two groups, coupling ‘never’ with ‘rarely’ and ‘sometimes’ with ‘often’. Due to the statistical insignificance of ‘always’ in each category, it was not included for this analysis. The findings for this analysis divide the OPD session types into two categories, those that occur more frequently (TTP review, SOP review, and Upcoming Deployment Brief) and those that occur less frequently (History, Garrison Ops, Group Problem Solving, and Doctrine Review). In these two groups TTP Review and Group Problem Solving represented the greatest disparity between frequency groups. (See fig. 3-9).

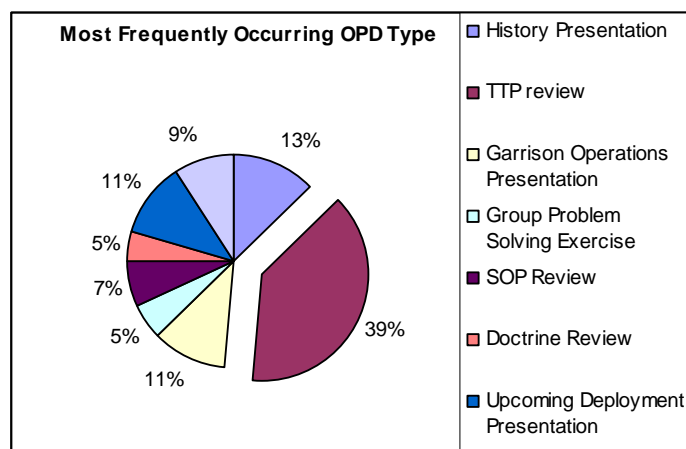


Figure 3-8

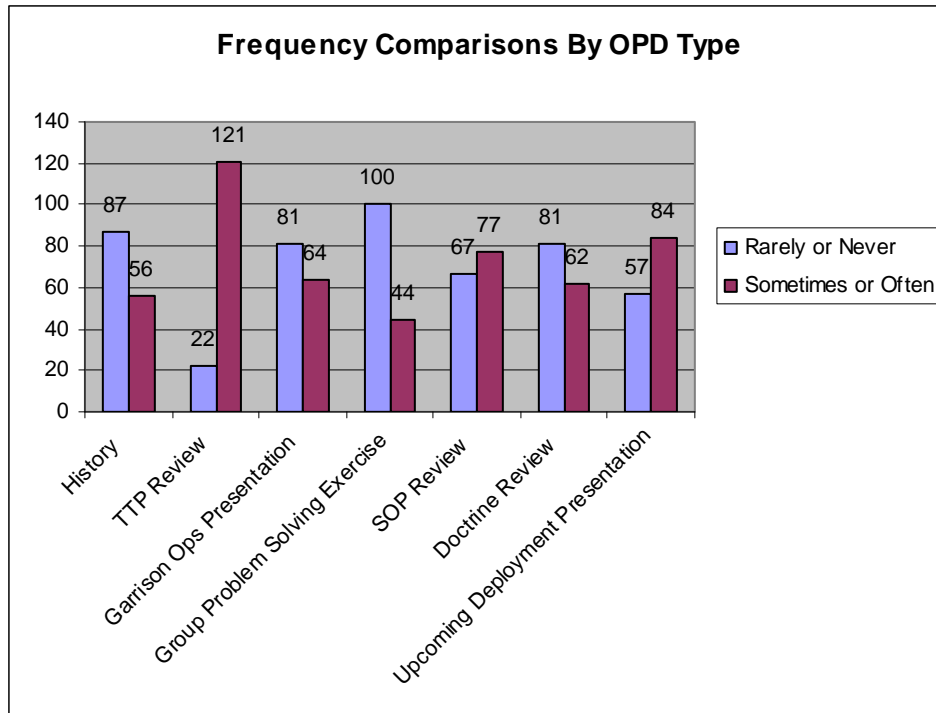


Figure 3-9

The data from the OPD session methods portion of the survey supports the OPD type analysis. Again, the least selected frequency category was ‘always’, showing some variety. The one presenter method garnered the largest number of ‘always’ selections with four (3%). One presenter also represented the most frequent choice for ‘often’ (52%). All of the other choices, with the exception of group discussion or brainstorming, were selected with similar frequency. When asked to pick the method observed most frequently, one presenter or multiple presenters from the unit represented a large majority of the selections (combined 73%). (See fig. 3-10). This is consistent with the TTP Review choice from above. As with the OPD type data, the author again conducted a frequency comparison analysis this time dividing the method options into two groups, ‘never’ with ‘rarely’ and ‘sometimes’ with ‘often’. This time only group discussion or brainstorming trended toward infrequency, with one presenter representing the highest disparity between the two sub-groupings. (See fig. 3-11).

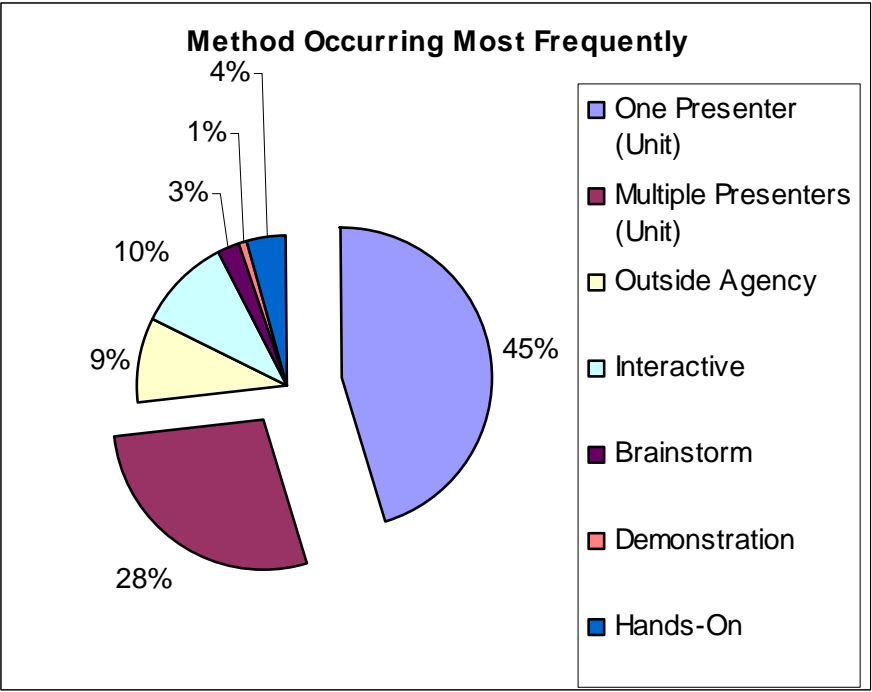


Figure 3-10

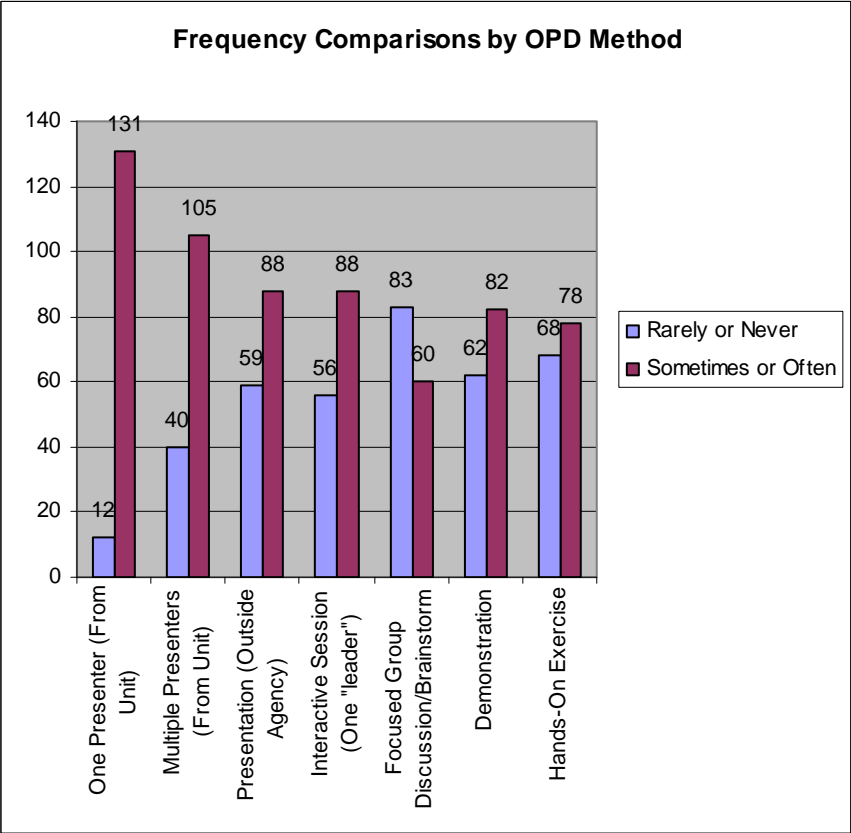


Figure 3-11

Summary

OPD Programs were typically successful in tactical units except when OPTEMPO gets crazy. The limitation is that they only cover limited topics during a limited period of time with no hands on application involved.⁴⁷

Anonymous Survey Respondent

The Officer Professional Development portion of *The Army and Team Learning* revealed several disturbing trends, despite some positive results involving variety of type and method and the efforts by units to continue OPD programs under the rigors of deployment. The overall frequency of OPD sessions, the nature of sessions being conducted, and the presentation manner used to conduct them all indicate an Army program that is not maximizing its capability as a vehicle for fostering team learning in brigade and battalion units. If these trends are not addressed, OPD sessions will remain events that build individual knowledge, but do not enhance team learning.

The first observed trend from the data that should cause alarm is the infrequency with which OPD sessions are being conducted in units. In accordance with the FM 7-1, commanders “alone are responsible for providing a climate in which learning can take place.”⁴⁸ While battalion and brigade commanders may be meeting their tactical requirements, the evidence of infrequent and inconsistent gathering of officers for the purposes of sharing knowledge for team development does not create an adequate climate. As the data bears out, many units are only conducting these sessions four times a year, with unpredictable or non-occurrence more likely than monthly events. If commanders are finding the time to meet the Army’s rigorous counseling benchmarks for officer development, and hopefully they are, they must also more aggressively pursue opportunities to develop their leaders collectively.

⁴⁷ Quote contain in ‘Additional Comments’ to survey. See Appendix 3

⁴⁸ FM 7-1, A-5.

Secondly, the type of OPD sessions conducted does not increase the likelihood of group involvement, particularly by newer members of Army units. The three most frequently occurring OPD types (TTP review, upcoming deployment presentation, and SOP Review) all favor dominance by senior members of the audience, who develop the unit procedures, and those who have been in a unit the longest. These categories all lend themselves to discussion, because the dominant ideas have already been selected. While these subjects are important, they should be balanced with doctrine review and group problem solving. Doctrine review would change the unit dynamic because it normally favors those officers most recently engaged in institutional learning, those newest to the unit. Group problem solving offers the best opportunity to engage in unit dialogue, as new items are presented to all assembled members for consideration. Unfortunately, group problem solving and doctrine review represented the two least selected options for OPD type, with problem solving also tallying the highest number of ‘never’ selections. As commanders increase the frequency of OPD sessions, they must also take care to incorporate session types that will enhance team learning in their organizations.

Finally, the predominant session methods indicated in the survey results only serve to reinforce the trends in OPD type. While the frequency of presentations with one or multiple presenters does not, by itself, indicate a trend away from team learning, when coupled with the nature of the OPD sessions the results are not positive. When the three most common types of OPD session are conducted by one or multiple “presenters” they are more likely to be information sessions. One prepared and rehearsed “instructor” creates an event that more closely resembles a lecture. Since most unit training events involve the receipt and processing of information followed by evaluation, OPD sessions should consider alternative means. As the survey results confirmed the method that promises the most interchange among participants, focused discussion and brainstorm, is the least conducted. As further evidence of the dominance of lecture-style sessions, hands-on sessions were the second most rarely conducted. These trends serve only to reduce the probability of collective effort and development among unit officers.

The results of the “professional development” section of the survey indicate that brigade and battalion commanders are not creating adequate space for dialogue within their unit officer corps. The learning dynamics extrapolated from the survey analysis do not depict organizations that are fostering collective learning among their junior members. As the next chapter will show, this tendency is having a deleterious effect on professional dialogue across the Army. This negative trend is best observed through the analysis of selected Army professional journals.

One Barometer of Team Learning – Military Professional Journals

It's an exciting time for the mounted community, a time that demands a professional dialogue, a dialogue marked by critical thinking, creativity, and thought-provoking writing. Journals require a constant flow of insightful articles and reader critique,... sharing your knowledge and experience with fellow troopers, making them better soldiers and helping them to accomplish their missions, is the most gratifying reward.⁴⁹

Dave Daigle, former editor *Armor* Magazine

Professional journals exist for one reason, to enhance the discourse among individuals in a given field so that they may do their jobs more effectively and thereby advance the profession as a whole. This discourse presents itself in many ways, as the nation's various journals are filled with articles which highlight new technology, inform members on experimental techniques executed by colleagues, and solicit comments from readers on relevant topics. While professional discourse exists at many levels and in many forums, from lunch time discussions in a hospital cafeteria to American Bar Association conferences, journals provide a unique capability to the professional. They are endorsed by their respective governing bodies and provide a more permanent forum by which ideas are exchanged across the entire professional population.

The military in general, and the Army specifically, maintains a wide array of professional journals which perform this same responsibility, that of allowing for the conduct of professional discourse and the exchange of knowledge. This exchange of knowledge is one of the fundamental elements of establishment and maintenance of distinct professions. Don Snider, professor at the United States Military Academy at West Point and noted author on military leadership, has written and spoken frequently on the subject of military professionalism and the existence of a military profession. In Dr. Snider's words, "professions focus on developing expert knowledge in individual members so they can apply specific expertise in a professional

⁴⁹ Dave Daigle, "Saddle Up...Tonight We Ride," *Armor* Vol. CIX, No. 2 (March-April 2000): 1.

practice.”⁵⁰ It is in the interest of expanding upon the field’s contribution to this “expert knowledge” that the military’s various professional journals have come into existence.

This chapter focuses on four specific military professional journals, *Armor*, *Infantry*, *Fires Bulletin*, and *Army Logistician*.⁵¹ It will begin with a brief historical review of these publications, including their self-described service to their respective communities. Secondly, this chapter will provide the results from an analysis of the last 10 years of publications for each of these military journals. It will present an analysis of current professional journal subscribership, authorship, and readership as garnered from the field grade survey discussed in the previous chapter, followed by an assessment of the current state of professional journals inside the Army.

The Journals: A Brief History

The oldest U.S. Army journal, and one of the oldest professional journals in the United States, is *Armor* magazine.⁵² The current incarnation traces its lineage to the *Journal of the U.S. Cavalry Association*, which was first published in March 1888. As will prove to be the trend for each of these publications, the Association was formed specifically for the purpose of collecting and publishing articles of interest to the Cavalry community in order to encourage the exchange of ideas of Cavalry troopers serving across the wide expanses of the Great Plains. The first issue contained a copy of the constitution of the Association, which spoke directly to membership and authorship. The purpose of the organization, as defined in Article III, was “professional unity and

⁵⁰ Don M. Snider, “Officership: The Professional Practice,” *Military Review* (January-February 2003): 3.

⁵¹ These four publications were chosen as a representative sample of Army professional journals geared towards officers at the brigade and battalion-level. All four magazines have a distinguished heritage and each provides complementary copies of their publications to all brigade and battalion units in their respective fields in order to maximize professional discourse.

⁵² Michael E. Unsworth, *Military Periodicals: United States and Selected International Journals and Newspapers* (New York: Greenwood Press, 1990), 46.

improvement, and advancement of the cavalry service generally.”⁵³ The value of quality article submissions was such that the recognition of the best submission for each year was a required task of the Executive Board. This “prize essayist” was awarded a free life membership into the Association, which included receipt of the Journal.⁵⁴ The tradition of frequent debate on various subjects of great concern to Cavalry officers began in the first issue, which contained a provocative article by a Cavalry lieutenant about the appropriate weapon for Cavalry officers along with eight letters of comment.⁵⁵ A running dialogue on topics of interest to officers in the field that extend over several issues and sometimes over several years has been a consistent theme with *Armor*.⁵⁶ This first such discourse on saber versus pistol, begun by First Lieutenant Swift, would continue through the 1920s.⁵⁷

Armor magazine has been published consistently since that first issue in 1888. Despite brief suspensions in publishing, normally due to war, the magazine continued to lead change and track discourse within the Cavalry community. Following World War I it changed its name to *Cavalry Journal*, changing it again after World War II to *Armored Cavalry Journal*. The magazine took on its current name in 1950, as a response to the Army Organization Act of 1950, which established the armor branch as “a direct continuation of cavalry.”⁵⁸ Like the other publications discussed later, the Armor School took over responsibility for the publication of the magazine from the Association in the 1970s.

⁵³ “Constitution and By-Laws of the U.S. Cavalry Association,” *Journal of the U.S. Cavalry Association* Vol. I, No I (March 1888): 121.

⁵⁴ Ibid, Article IV (Membership), Section 5, 122.

⁵⁵ 1st Lieutenant Eben Swift, “Sabers or Revolvers,” *Journal of the U.S. Cavalry Association* Vol. I, No I (March 1888): 38. Letters of comment came from all ranks, some agreeing with the position of the author and some in diametric opposition.

⁵⁶ Three such examples were identified in the analysis of *Armor* magazine from 1998 to 2007 and are referenced in the database in Appendix 4. The topics of discussion in the database were efforts to create an Combat Armor Badge, Transformation, and Armor in the Counterinsurgency Fight.

⁵⁷ Unsworth, 46.

⁵⁸ Ibid, 48.

In actuality there are two concurrent publications. *Armor* is published by the Armor School and provided for free to all armor and cavalry units at the company/troop-level and above. For funding purposes, the magazine is rereleased by the Association to members as one of the benefits of their membership. The two publications are identical in terms of content, with the only difference being the inclusion of advertisements in the Association version. The magazine is also available online and its website contains a purpose statement that is essentially an expansion of the original goal of the Cavalry Journal:

*“ARMOR’s reason for being is not to reinforce official positions, or to act as a command information conduit, but to surface controversy and debate among professionals in the force. Significantly, the articles in ARMOR are not picked by a publication review board, but by the journal’s editor-in-chief and staff. Indeed, ARMOR authors frequently deal with problems they have encountered while attempting to implement official doctrine, concerns about the wisdom of particular tactics, useful discoveries they have made within their own units, and techniques that need to be shared with others. These articles have, in turn, stirred readers to reply, and the resulting debate has enlivened many of the journal’s letters to the editor.”*⁵⁹

While other publications have struggled through periodic efforts by the Army to apply greater control over publications or to reduce the number of funded publications, *Armor* magazine has continued to thrive. Michael Unsworth, in his historical chronicle of military periodicals, credits this vibrancy to an editorial policy that fosters engagement of its readership on topics of considerable interest to the field at large as well as the magazine’s ability to draw submissions from a wide-range of respected authors.⁶⁰ The magazine often presents opinions that are in direct contrast to branch or Army policy, despite sponsorship of the Armor School. This purpose of fostering discourse among professionals in the field will be a recurring theme throughout all of

⁵⁹ *Armor Magazine Mission*; available from <http://www.knox.army.mil/armormag/mission.htm>; Internet; accessed 10 February 2008.

⁶⁰ Unsworth, 50.

the publications. The question is whether or not the various journals are accomplishing that mission with the same success today.

Building upon the efforts of the Cavalry Association, the Infantry Association published its inaugural issue of the *Journal of the U.S. Infantry Association* in July 1904. In a similar fashion to the publication of its Cavalry brethren, the first issue of the Infantry Journal included the Association's constitution, which included the objective of engaging in "the dissemination of professional knowledge" in its discussion of purpose.⁶¹ In addition to its constitution, the first edition of the *Infantry Journal* went further in explaining the value of contribution from the field with an "Editorial Suggestions" section preceding the constitution. This section of the journal placed equal importance on the "publication of its papers" with the day-to-day running of the Association, and established the reliance on members to "supply original matter for the Journal and to bring before our readers questions of importance."⁶² The "Editorial Suggestions" chapter concludes with recognition of the challenges of the time period and the need for the exchange of ideas regarding all things Infantry, particularly those affecting the soldier in the field. In fact, the first topics taken up by the Journal included discussions on unit physical fitness, marksmanship, and packing for field exercises.

The current version of *Infantry* magazine represents a melding of the *Journal of the U.S. Infantry Association* and various Infantry School Publications. While *Armor* is the oldest military publication, *Infantry* is the oldest school journal, because it traces its lineage to the *Mailing List (ML)*, published by the Infantry School beginning in 1921, as well as the *Infantry Journal*. Chief of Staff of the Army George C. Marshall, while a Lieutenant Colonel and Assistant Commandant

⁶¹ "Constitution of the United States Infantry Association," *Journal of the U.S. Infantry Association* Vol. I, No 1 (July 1904): 139. Article III in its entirety reads, "The object of the Association shall be to promote the efficiency of the Infantry arm of the military service of our country by maintaining its best standards and traditions, by fostering *esprit de corps*, by the dissemination of professional knowledge, and by the exchange of ideas as the utilization of such knowledge, with particular reference to the role of Infantry in modern war."

⁶² *Journal of the U.S. Infantry Association* Vol. I, No 1 (July 1904): 136.

of the Infantry School, is credited with transforming the *ML* into what is now *Infantry* magazine. For its first 10 years of publication, *ML* was a series of instruction manuals, varying greatly in length, subject, and frequency of publication.⁶³ Marshall assigned Major Edwin Forrest the task of transforming it into a semi-annual periodical. Forrest would later edit the *Infantry Journal* and was credited with restoring that publication's readership as well.⁶⁴ Following a suspension in publication due to the Second World War, the *ML* was renamed the *Infantry School Quarterly* in 1946. It took on its current title and assumed its present-day format in 1959.

Infantry today continues in pursuit of the objectives set out in 1904, of informing the field on subjects relevant to the practice of ground warfare and small unit tactics. While the magazine is also available online, there is no independent mission statement. The magazine merely contains an acknowledgement that it is "approved for official dissemination of material designed to keep individuals within the Army knowledgeable of current and emerging development" in order to enhance professional development.⁶⁵ Although the *Infantry Journal* ceased publication in 1950, when it merged with the *Field Artillery Journal*, today's magazine remains a joint endeavor of the Infantry School and the Infantry Association.

The *Field Artillery Journal (FAJ)* was first published in January 1911, as a result of the Artillery Reorganization Act of 1907, which created the Field Artillery as distinct from the Coastal Artillery.⁶⁶ Its publication was a direct derivative of the discourse of artillery officers as they explored the role of this newly created branch. The introduction to the first issue emphasizes the challenges inherent in establishing a new military organization. The U.S. Field Artillery Association, after considerable discourse with artillerymen, took on the responsibility for leading

⁶³ Unsworth, 101.

⁶⁴ Leslie Anders, "The Watershed: Forrest Harding's *Infantry Journal*, 1934-1938," *Military Affairs*, Vol. 40, No. 1 (Feb. 1976): 12-16.

⁶⁵ *Infantry*, Vol. 97, No. 1 (2008): 1.

⁶⁶ MG David Zabecki and Patrecia Hollis, "History of Field Artillery Magazine: Pointing the Way to the Future," *Field Artillery*, HQDA PB6-07-2 (March-April 2007): 4.

this effort. The *FAJ*, like the previous examples, includes the Association's constitution in its first issue. Unique to this particular constitution is the importance given to participation through subscribership, stating that "success can only be accomplished by the efforts of practically everyone directly connected with the field artillery in the United States."⁶⁷ Additionally, the first edition of the *FAJ* empowered individual readers to continue to increase the readership and subscribership of the publication. The association outlined three purposes for the journal, to "disseminate 'professional knowledge', promote 'a feeling of interdependence among the different arms and of hearty cooperation by all,' and 'promote understanding between regular and militia forces'."⁶⁸ This emphasis on the relationship between active and reserve components, which was unique among military arms before WWI, was further reflected in the mixed composition of the FA Association board, as detailed in its constitution.

The history of publication of the *FAJ* has displayed a unique pattern of ebb and flow. Ironically, the magazine which began as a result of the split between the coastal and field artilleries ceased publication in March of 2007 and was replaced by *Fires Bulletin*, which encompasses both the field and air defense artillery communities. This marked the second significant merger in the magazine's history. The magazine experienced its first break in publication when the Infantry and Field Artillery Associations merged to form the Association of the United States Army (AUSA) and collaborated in the creation of the *Combat Forces Journal* (CFJ).⁶⁹ This magazine replaced the individual branch magazines in August of 1950, although the Infantry School continued to publish a branch newsletter (*ML*). The Artillery School followed suit beginning in 1957 with a series of "in-house" publications. The Field Artillery Journal was rekindled in earnest in July of 1973, under the sponsorship of the school. Currently,

⁶⁷ "The United States Field Artillery Association," *The Field Artillery Journal*, Vol. 1, No. 1 (January-March 1911): 9.

⁶⁸ Zabecki and Hollis, 4.

⁶⁹ Ibid: 5-6. *CFJ* was the precursor to *Army Magazine*, which was first published in 1954.

the Fires Bulletin is published bi-monthly and continues its efforts to encourage discourse among artillerymen everywhere. The current mission statement is as follows:

“*Fires* serves as a forum for the discussions of Army and Marine Field Artillery (FA) and Army Air Defense Artillery (ADA) professionals, both active and Reserve Component (RC) units; disseminates professional knowledge about the FA’s and ADA’s progress, developments and best use in campaigns; cultivates a common understanding of the power, limitations and application of joint fires, both lethal and nonlethal; fosters joint fires interdependency among the armed services; and promotes the understanding of and interoperability between the FA’s and ADA’s active and RC units—all of which contribute to the good of the FA and ADA, Army, joint and combined forces, and our nation.”⁷⁰

The current manifestation is continuing as it began, as a publication that represents the challenges of a new organization focused on finding its place.

Like the *FAJ*, *Army Logistician* (*AL*) was born out of the recognition of change and the need for professional discourse. One of the more recent additions to the lexicon of military professional journals, *AL* began publication in September 1969. The magazine was the culminating achievement of the challenge presented by General Marshall in his 1943 Chief of Staff report that the “requirements of logistics are seldom understood [and] (t)he burdens they impose on the responsible military authorities are rarely appreciated.”⁷¹ The magazine was designed to provide “an important channel for the sharing of professional thoughts and experience in logistics.”⁷² The initial issues of the publication focused on learning and capturing the logistics lessons of WWII and Korea as the nation was just beginning to understand the logistical strains of supporting the Vietnam build-up. *AL* presented itself as an interdisciplinary

⁷⁰*Fires Bulletin* Mission; available from <http://sill-www.army.mil/firesbulletin/mission.asp>; Internet; accessed 10 February 2008.

⁷¹*Army Logistician*, Vol. 1, No. 1 (September-October 1969): 2.

⁷²*Ibid.*

publication, presenting lessons learned in logistics to allow for better support of the warfighter.⁷³ Since its inception, one of its more popular and regular features has been the analysis of historical battles and campaigns from the logistics perspective, making it of value not only to logisticians, but to those who rely on their services.

Due to its shorter lifespan, *AL* has experienced less turmoil than the other publications. Its format has not been altered significantly in its almost 40 years of publication. *AL* was one of the first military publications to make its issues and articles available online, establishing its website in 1995.⁷⁴ The magazine continues to strive to inform logisticians and to encourage discussion across the multiple logistics fields. Its current purpose, to “provide a medium for disseminating and exchanging logistics news and information and a forum for expressing original, creative, innovative thought about logistics support,” closely mirrors the original reason for its founding.⁷⁵ The Army’s creation of a multi-functional logistician occupational specialty will only increase the need for the publication’s efforts.

Each of the referenced professional journals was established as an effort to foster aggressive discourse among members in the field. The next section of this chapter will review these four publications over the last ten years, with an emphasis on those individuals submitting articles and letters. If these publications are successful in their efforts to foster discourse, then their issues should reflect a wide range of views from officers of all ranks and experiences.

Journal Analysis: Are They Meeting Their Goals?

As the data from ten years of these publications, January 1998 to December 2007, will show, each of the four military journals, to varying degrees, are falling short in their efforts to

⁷³ Unsworth, *Military Periodicals*, 248.

⁷⁴ Janice W. Heretick, “History of *Army Logistician*,” *Army Logistician*, Vol. 31, Issue 1 (January-February 1999): 160.

⁷⁵ *Army Logistician* Mission; available from <http://www.almc.army.mil/alog/About.html>; Internet; accessed 10 February 2008.

encourage their respective branch populations to engage in a dialogue about pertinent subjects to the field. This analysis will focus on the extent to which each of the various publications encourages and publishes letters during the data period, the ranks of those writing articles and submitting letters, and a comparison for each of the publications between the first five years of data and the last five years in order to ascertain any relevant trends.

As the model from the early issues of the *Cavalry Journal* and the *Infantry Journal* both reflected, the value of the individual article was not just intrinsic in the information that it provided, but in the responses which it generated. While those early issues featured content that was not necessarily designed for comment, such as translations of various foreign military historical accounts and information on weapons fielding and technology, their strength was in their introduction of controversial material for comment from various members. As these professional discourses went back and forth over several issues and brought in comment from wide ranging sources (ranks, experiences, etc.) the critical issues of the day were fleshed out.

The four journals analyzed for this study have lost some of that engagement. Publication of letters in relation to articles is surprisingly low for each of the military journals (See Figure 4-1). In *Armor* magazine letters represent over one third of overall content or, put another way, for every letter written there are just under two articles written. While this could hardly be considered aggressive discourse, it represents by far the best result of the four magazines. *Infantry* magazine has published only thirty seven letters in ten years. Part of this low number is accounted for by the fact that the magazine has produced fewer issues than the other publications during the data window.⁷⁶ Nonetheless, only eight percent of the *Infantry Journal* was devoted to

⁷⁶ From 1998 to 2007, *Infantry* magazine had periods of reduced publication. It published only two issues per year in 2002 and 2003 and only three issues per year from 1998-2000. In 2001 the magazine did not publish any issues at all.

response letters during the period. These numbers do not adequately reflect the purported goal on the part of each publication to encourage discourse across their respective professions.

<i>Publication</i>	# of Issues	# of Articles	# of Letters	Total Content	Letters as a % of Content
	Jan 98 to Dec07				
Armor Magazine	60	656	383	1039	36.86%
Army Logistician	60	860	97	957	10.14%
FA Journal/Fires Magazine	56	546	54	600	9.00%
Infantry Magazine	37	418	37	455	8.13%

Figure 4-1

While response to articles published is an effective measure of the vibrancy of discourse, an analysis of the authors writing articles and responding to them is necessary to assess the breadth of the population involved in the discourse. This is not a perfect measure because there may be many who read the discussions, but choose not to respond to them; this issue will be addressed later in this chapter. However, since each of the publications presents itself as a vehicle for this discourse, looking at who is contributing is of value. For the purpose of this study, the rank of authors and letter writers is used as an indicator of the level to which the groups of military professionals are involved in the discourse. The database divides all potential writers into ten possible categories.⁷⁷ A brief analysis of those results follows.

All four of the magazines show some sort of disproportionate representation in their submissions, both in articles and letters (see Figure 4-2). The relationship between the various rank categories is significantly different for each of the publications; however there is one consistent theme. Lieutenant submissions in the journals are incredibly low, well below 10%.

⁷⁷ Lieutenants (2LT and 1LT are grouped together), Captains, Majors, Lieutenant Colonels, Colonels, Generals (All four are grouped together), Retired Individuals (Regardless of Rank), Non-Commissioned Officers, Warrant Officers, and Civilians. Further analysis is done by looking solely at Commissioned Officers in three categories (Company-Grade, Field-Grade, and General Officer).

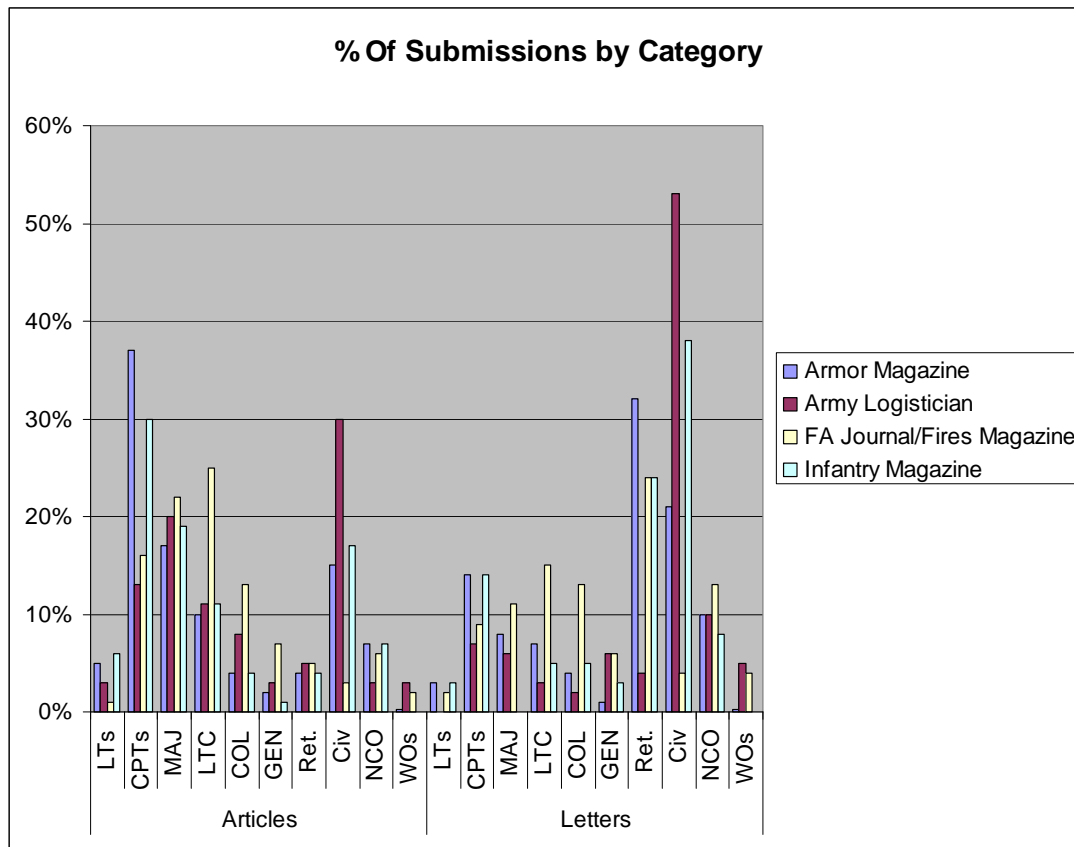


Figure 4-1⁷⁸

The raw numbers are also particularly low. For example, *Army Logician* has not published an LT letter in ten years and the *FAJ* and *Infantry* have only published one. While some may insist that their general lack of experience may reduce the likelihood that they would send letters to their professional journals, this assessment is incomplete. Many of the topics addressed in the journals are particularly relevant to lieutenants, or address them directly.⁷⁹ Additionally, the “lack of experience” argument is offset by the fact that, as a result of the pyramidal structure of each of the branches represented by these journals, there are so many more lieutenants. Either

⁷⁸ The raw numbers are included in Appendix 4.

⁷⁹ To provide one anecdotal example, the Sep-Oct 2004 issue of *Infantry* includes an article written by a 1LT on the challenges of being a rifle platoon leader, yet none of the subsequent issues include letters in response from other LTs, or from anyone else for that matter.

their voice is being silenced or they are choosing not to use it. In either case, this reality is not conducive to a wide-ranging discourse in the field, particularly at the Brigade and battalion-level.

The last result that questions the health of the discourse fostered by military professional journals is the trend toward fewer letters. In addition to the fact that each of the magazines showed a lower volume of letters as a percentage of content, when the data is tracked over time, that volume is going down. Each of the publications showed a statistically significant reduction in published letters from the first five years of data to the second five years (see Figure 4-3).⁸⁰

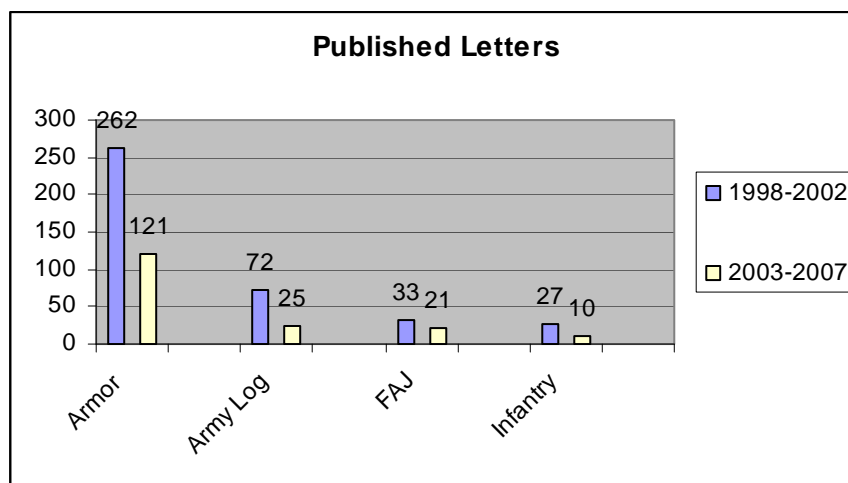


Figure 4-3

In one instance, *Infantry* magazine, the number of published letters went from 27 to 10 despite the fact that 15 more issues of the journal were published during the second five-year period. While the initial analysis of the presence of published letters raised questions as to the vibrancy of the discourse, this recent data is even more disturbing. Far fewer letters were being published by the four publications from 2003-2007 than in the first five years of the study. This lack of published response to articles or issues raised in these professional journals is not consistent with the “forum for discussion” described in the purpose statements of the magazines. There are two

⁸⁰ *Armor* – 37% (reduction in published articles), *Army Logistician* – 49%, *FAJ* – 22%, and *Infantry* – 46%.

possible answers for this change. Either the publications are receiving fewer letters from the field or they are choosing not to publish them. Regardless of the cause, the result is a reduced level of discourse on matters relevant to the members of the profession.

Engagement of the Field: Survey Results on Military Journals

In addition to the examination of the nature of professional development, the survey of CGSC students discussed in chapter three also asked respondents about their engagement with professional military journals. Although the survey was conducted in a school environment, the questions about professional journal engagement focused on the officers' time in tactical units. The questions in that portion of the survey focused on three areas of involvement with military journals; readership, subscribership, and authorship.⁸¹ The responses to each of these sections of the professional development portion of the survey provide further insight into the vibrancy of discourse professed by these publications in the field. The three sub-categories are logically linked to the levels of commitment that the respondents had to the respective publications. There is a level of commitment required to read a publication, a greater commitment required to subscribe to it, and an even greater effort required to submit items for publication.

The minimum commitment to a publication is readership. The readership for the each of the branch-specific journals (*Armor*, *Infantry*, *FAJ*, and *Army Logistician*) indicated that the publications were read outside of their respective branches. For example, 43% of the 145 respondents indicated reading *Armor* at some frequency, ranging from 'rarely' to 'every issue', even though only 10% of respondents were armor officers. Therefore, even if every armor officer affirmed to reading the magazine to some extent, that would still require 48 non-armor officers who indicated readership. The figures were similar for each of the other three publications, with slightly fewer respondents (32%) reading the *Fires Bulletin* and at least 29 non-logistics officers

⁸¹ Data from the survey is available in Appendix 2. Section 3 discusses professional journals.

indicating readership of *Army Logistician*. The fact that there was significant cross-pollination of readership was a positive indication from the survey.

The two other aspects of readership evaluated by the survey were where and how respondents read the various publications (see Figures 4-4 and 4-5). In regards to location, the majority of readers of all surveyed publications read them at work. Additionally, despite the ease of availability of online sources, the three choices for reading the published version (home, work, or in the library) were each more frequently selected than the online choices (home or work).

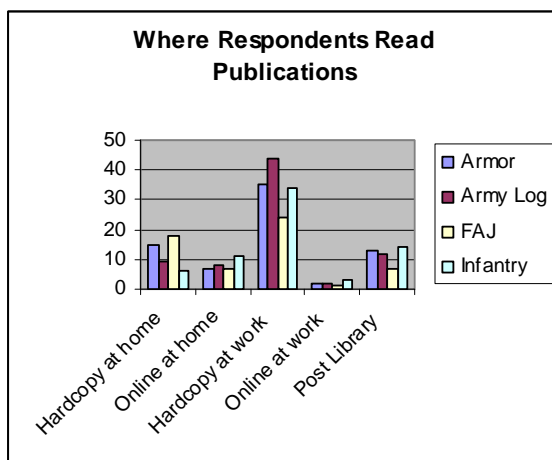


Figure 4-4

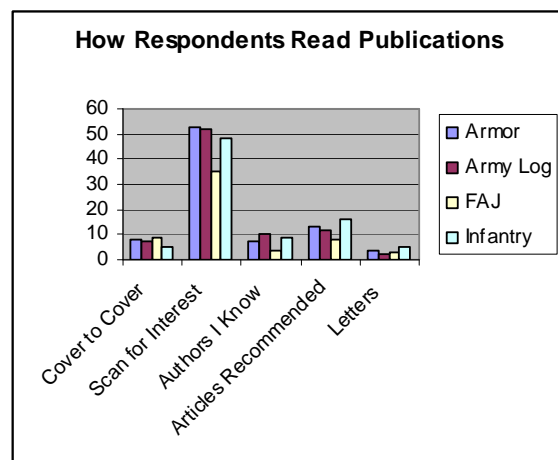


Figure 4-5

When respondents were queried as to how they read the various journals, the majority indicated scanning for interest. Of further note, only 14 responses of the 574 total responses for the four questions on each of the publications indicated reading the letters to the editor. Based on earlier analysis of the magazines themselves, this appears to be a self-fulfilling prophecy. As fewer letters are published, fewer readers are looking for them.

While the results from the readership totals indicate some interest in the field with professional journals, the data regarding individual subscriptions was slightly less promising. Two of the four magazines, *Armor* and the *Fires Bulletin*, showed a positive relationship between

branch members taking the survey and total subscriptions.⁸² Infantry and Army Logistician, on the other hand, both presented subscriber totals below the number of branch officers taking the survey. A maximum of 41% of the 32 logistics officers taking the survey would account for the 13 respondents indicating subscription to the magazine. At most, only 71% of the 14 infantry officers would account for the 10 indications of subscription to *Infantry*. While other branch publications were indicated in the comments, one quarter of respondents did not indicate subscriptions to any professional journals.⁸³ The data from the survey indicates that while there is a measurable interest in subscribing to professional journals, the sentiment is not pervasive across the officer corps.

While a subscription to a publication indicates a financial commitment, the most aggressive representation of engagement with one's professional community would be giving of one's time and energy to submit products for publication. On this front, the data does not paint a promising picture. Only 29% of respondents indicated ever having submitted an item for publication. The types of submission included single author and group articles, book reviews, and letters to the editor (see Figure 4-6). Two thirds of those respondents that did submit indicated that their submissions were published. On further concern, one third of those respondents who reported submitting to a professional journal did so because they were directed to by their unit. Furthermore, 54% of respondents have only submitted one item throughout the course of their career (see Figure 4-7). Based on the data, a minority of officers have been committed enough to the discourse within their branches to contribute to it through involvement with their professional journals.

⁸² 15 Armor officers took the survey and 20 respondents indicated a subscription to *Armor*. Therefore, even if all armor officers subscribe, there are still 5 non-armor officer subscriptions. Similarly, 17 Field Artillery and Air Defense Artillery Officers took the survey, while 18 respondents indicated a subscription to the *Fires Bulletin*.

⁸³ Engineer Magazine (4), Army Aviation (3), Military Intelligence Bulletin (3), and Military Police Journal (2) were all listed as 'Other Military Professional Journals. (Parentheses indicates frequency of responses)

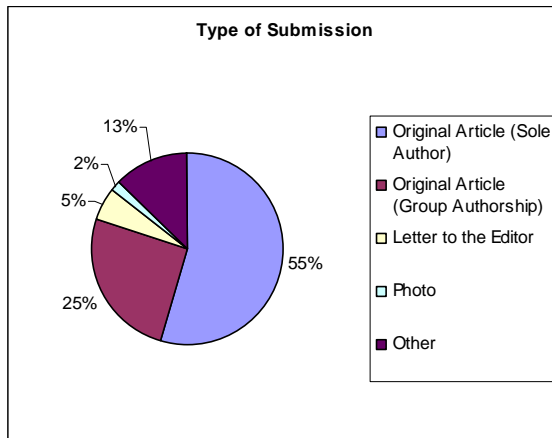


Figure 4-5

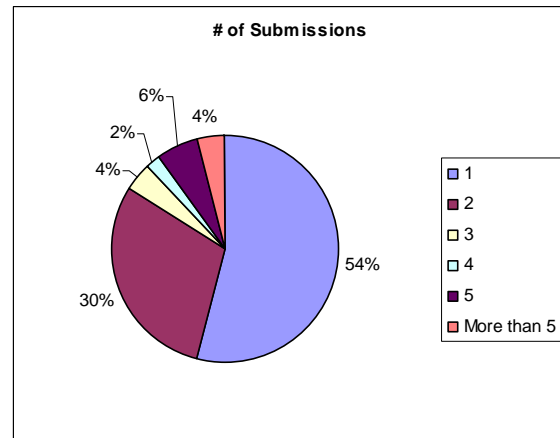


Figure 4-6

There is one avenue of professional discourse that, while similar to professional journals, recognizes advancements in technology. Given the ease of availability of network connectivity, even during deployment, electronic professional discussion boards have become more popular across the Army. Army leadership has recognized the potential value in this system and has developed a system of professional forums designed to enhance connectivity among professionals. The Battle Command Knowledge System (BCKS), the largest of the military electronic forum support structures, even has a mission and a series of objectives similar to the military journals, emphasizing support of “the online generation” and a determination to “facilitate leader development and intuitive decision making.”⁸⁴ Two of the larger forums, Company Command and S3-XO Net, recognize 8000 and 5600 members respectively.⁸⁵

In recognition of the increased influence of these electronic means of professional interaction, survey participants were also asked a series of questions regarding participation in

⁸⁴ BCKS Mission; available from <http://usacac.army.mil/CAC/bcks/mission.asp>; Internet; accessed 1 March 2008. The complete mission statement reads as follows: “Battle Command Knowledge System supports the online generation, application, management and exploitation of Army knowledge to foster collaboration among Soldiers and Units in order to share expertise and experience; facilitate leader development and intuitive decision making; and support the development of organizations and teams.”

⁸⁵ Membership totals are provided to members in the monthly electronic newsletter for each site. These figures are as of 1 March 2008.

this new medium. The results were not that different from the data for the military publications. While 75% of respondents indicated visiting these knowledge forums with some frequency, from weekly to rarely, only 30% of all respondents had ever contributed to one of the discussions on these sites. In fact, 60% of respondents indicated using these forums to download products in order to assist in the execution of their duties. While the provision of materials and products is a valuable service, it does fall short of the aim of professional discourse. One positive indicator was that almost 64% of respondents indicated visiting the discussion boards available to subordinates, which does indicate a level of professional curiosity. The challenge for knowledge managers, professional journal editors, and leaders is to translate this curiosity into participatory discourse.

Summary

Often ignored as leaders, teenagers and young adults have a strong stake in the future, perhaps the strongest. They are also least invested in the past, giving them a distinctive ability to see the flaws in current mental models and institutional patterns and the courage to create something new. When young people develop basic leadership and collaborative learning skills, they can be a formidable force for change.⁸⁶

Senge

The professional journals reviewed in this chapter, and the military professional journal establishment in general, is falling short in its efforts to foster lively professional discourse among military leaders. As the journal data analysis indicates, the most significant omission within the journals is the inclusion of the input of the junior officers within the Army's organization. Tomorrow's commanders are not actively engaged in debating the relevant issues of the day. Ironically, in accordance with Senge's comments, the group within the Army most

⁸⁶Senge, 370.

capable of leading change has been essentially rendered silent within the circles of professional discourse.

The linkage between the analysis of professional development at the battalion and brigade-level and review of institutional professional discourse involves the application of skills. Leaders are best imbued with the belief that they can influence their organization and equipped with the ability to apply that influence at their units. The measure of how effectively the Army is 'training' its leaders to present ideas for consideration or to comment on the ideas of others is found on the pages of its journals. Unfortunately, those pages are sorely lacking comment from the organization's junior leaders. While the means to comment, in the form of the wide array of journals and professional bulletins, is readily available, there is no evidence that the desire to engage in the effort is being maximized.

Conclusion

The result was a compelling vision of an organization made up of employees skilled at creating, acquiring, and transferring knowledge. These people could help their firms cultivate tolerance, foster open discussion, and think holistically and systemically. Such learning organizations would be able to adapt to the unpredictable more quickly than their competitors could.⁸⁷

David Garvin, Amy Edmondson, and Francesca Gino

Organizations throughout the business sector and academia, from *Fortune* 500 companies to first-year Psychology seminars, are looking for ways to enhance the performance of groups engaged in achieving a common goal. The reasons are obvious. As change becomes the standard, with the technological advances and extreme competition accelerated by globalization, organizations must become more adaptive. Consequently, those same organizations are looking for ways to develop more adaptive leaders. According to Alex and David Bennet, co-founders of the Mountain Quest Institute which trains leaders in business and academia to achieve and sustain high performance, “[q]uick reactions on the part of the team in dealing with surprises or unknown, even unanticipated, opportunities can make a huge difference in the success of the effort.”⁸⁸

The Army also finds itself operating in a more complex world, and therefore must ensure that its leaders are able to embrace and excel in the complexities of a new operating environment. The institutional Army has already begun to recognize some of these challenges and has modified the instruction of junior leaders appropriately. One reflection of this trend has been the effort to incorporate instruction on the challenges of a dynamic world into the curriculum at the United

⁸⁷ David A. Garvin, Amy C. Edmondson, and Francesca Gino, “Is Yours a Learning Organization?”, *Harvard Business Review*, Vol. 31, Issue 1 (March 2008): 109.

⁸⁸ Alex Bennet and David Bennet, “The Decision-Making Process for Complex Situations in a Complex Environment,” in *Handbook on Decision Support Systems*, eds. Frada Burstein and Clyde Holsapple (New York: Springer-Verlan, 2008), 9.

States Military Academy at West Point. The academic program “Educating Future Army Officers for a Changing World” was incorporated into the curriculum in 2003 in an effort to ensure that cadets were “able to communicate effectively new ideas and insights, generalize or infer new principles about the world, and apply these inferences appropriately.”⁸⁹ The program was designed to link cadet leadership training into junior leader training in the Army. While junior leader development continues to be a priority within the Army, this monograph has shown that the opportunities to foster team learning at the battalion and brigade level have not been maximized. Part of the problem is that the institution currently has no accurate means of assessing the learning capacity of its units.

Evaluating Team Learning in the Army

In their *Harvard Business Review* article “Is Yours a Learning Organization?,” David Garvin, Amy Edmonson, and Francesca Gino discuss methods for evaluating team learning within organizations. For the purposes of their discussion they identify three key factors by which one can evaluate the team learning vibrancy of an organization: “a supportive learning environment, concrete learning processes and practices, and leadership behavior that provides reinforcement.”⁹⁰ A significant portion of the article is dedicated to a discussion of an online evaluation tool that companies can use to assess their depth of learning and identify areas in which they can improve. While the tool itself may not be easily transferable to Army units, a discussion of the three key factors is still of value.

Creation and maintenance of a supportive learning environment is the first step towards fostering team learning in an organization. Garvin, Edmonson, and Gino identified “psychological safety,” “appreciation for differences,” “openness to new ideas,” and “time for

⁸⁹ Francis Galgano Jr. “Join the Army and See the World,” *Academe* Vol. 93, no. 4 (July-August 2007), <http://www.aaup.org/AAUP/pubsres/academe/2007/JA/Feat/galg.htm> (accessed 24 April 2008).

⁹⁰ Garvin, Edmonson, and Gino, 110.

reflection” as the distinguishing characteristics of a learning environment.⁹¹ These characteristics create a culture that fosters the belief that the opinions and thoughts of all members have value. The traditional argument against this sort of language applied to the Army is that the gravity of the mission of fighting forces sometimes requires hurt feelings. As discussed in the professional development chapter, incorporation of Senge’s ideas of team learning has been intentionally limited to the educational environment of professional development sessions. Creating space for open discussion and exchange of ideas in those settings will develop a team concept that will positively affect the organization as a whole, particularly in combat situations.

Professional development sessions represent the type of “concrete learning processes and practices” identified as the second key factor. According to the authors, these processes should “involve the generation, collection, interpretation, and dissemination of information.”⁹² The goal of such training sessions is not just about the instruction of the officers involved, it is about building the bonds of leaders around a belief that all members can learn from each other. The current structure of OPDs in the Army does not adequately embrace this concept, because of the types of sessions conducted and the methods of instruction used. Interestingly, the authors of the article discuss the strength of the Army’s After Actions Review (AAR) process as one of the most effective means of dissemination and codification of learning in an organization. That being said, the units within the Army can still improve in the generation and interpretation of the learning as a means to strengthen the units themselves.

The final essential factor in fostering team learning requires senior leadership that is concerned with how their unit is learning and not just what it is learning. This perspective is a non-traditional consideration of the way in which senior leaders affect their organizations. According to Garvin, Edmonson, and Gino, the value of leader training sessions comes from the

⁹¹ Ibid, 111.

⁹² Ibid.

open discussion that the sessions generate. The authors cite the leadership guidance of Harvey Golub, the former chief of American Express who was recognized for his ability to train managers, when he stated, “I am less interested in people having the right answer than in their thinking about issues the right way. What criteria do they use? Why do they think the way they do? What alternative have they considered? What premises do they have?”⁹³ Golub’s point was that leader development involves developing the decision making and problem solving skills of subordinates, not just confirming whether or not junior leaders have the “right answer”. Senior leaders set the conditions that allow for the fostering of team learning within their organizations. Battalion and brigade commanders can best do this by greater consideration of the nature of their professional development sessions.

Professional Development – The Way Ahead

The discussion of OPD programs at the battalion and brigade-levels presented both positive and negative trends. One of the negative trends, infrequently or inconsistently conducted OPDs, allows the space to address some of the shortfalls in the existing programs. If commanders can commit to monthly or bimonthly professional development sessions, they will allow for a greater variety in the type of lessons conducted by units. The natural tendency of units across the Army, borne out in the survey data, is for units to conduct sessions that favor the strengths of more senior officers within the organization and the strengths of those officers that have served for the longest amount of time in the unit. Commanders must fight against this tendency by supplementing TTP discussion sessions and upcoming deployment briefs with doctrine reviews and problem solving exercises. These additional sessions should also incorporate different presentation means in lieu of the ‘one-presenter’ model to further encourage discourse. By making a concerted effort to foster dialogue among the officers of the unit,

⁹³ Ibid, 113.

commanders will enhance the team learning of the organization. This effort will enhance the commanders' leader development programs, and improve the quality of leadership in the Army overall.

Thoughts on Professional Journals – Approaching the “Ideal”

It is possible to measure the vibrancy of team learning in the Army over time. One method of doing this, discussed earlier, is through the observation of submissions to military professional journals. Currently the Army's junior officers are not sufficiently engaged in the professional discourse of their various branches. There are two proposed solutions for this problem. The first requires a significant effort on the part of the journals themselves to solicit comment from lieutenants across the force. Part of this requires a culture that fosters dialogue. The previous discussion on changes to the OPD program will address this issue, but it will take time. In the interim, the journals may consider focusing on specific issues or articles at the junior officer corps. Additionally, editorial staffs should request input from junior officers directly. Each of the journals reviewed above has at a point in its past sent out a branch-wide call for increased submissions of articles or letters. Targeting these messages towards the junior officers of a branch would be an effective step in getting them to write. In the words of Major Dave Daigle, former editor of *Armor*, “[f]ailure to engage in a professional discussion impacts the branch's ability to evolve and could result in a stagnant force relegated to the sidelines.”⁹⁴

While improvement of each of the individual branch publications, through greater involvement by junior officers, is a worthy goal, the Army could potentially do more. In a military environment where the line between various branches continues to become more blurred, the Army should consider the possibility of encouraging the discourse between junior officers of

⁹⁴ Dave Daigle, “Saddle Up...Tonight We Ride,” *Armor* Vol. CXI, No. 1 (January-February 2002): 1.

all branches. While the knowledge management websites and networks have taken up this cause, to an extent, they lack the permanence to rise above their current role collection point of products and TTPs. The joint endeavor between the Infantry and Field Artillery communities in 1950 to publish a combined-arms focused journal could serve as a valuable example. A junior officer magazine or journal would have the potential of fostering discourse between the lieutenants and captains of all branches, a capability that would serve them well in their units and also as they advanced through the ranks.

Summary

The last section of *The Army and Team Learning* asked surveyed officers about the extent to which their previous units and the Army as an organization fostered team learning. The officers were asked to subjectively rate organizations' accomplishment of several tasks: mission accomplishment, fostering junior officer growth, encouraging the flow of ideas, encouraging junior officers in belief that their ideas are of value to the unit, developing leader team work, limiting defensiveness among junior leaders, and developing a unit vision and receiving subordinate leader support. Survey respondents could rate each of these tasks as not addressed, poor, average, very good, superior, or not applicable. The last question of the survey asked officers who in their previous units set the vision and who they thought should set the vision.

The responses of surveyed officers provided one last interesting insight into the ability of Army organizations to accomplish their missions while also fostering team learning. Respondents overwhelmingly agreed that battalion and brigade units, and the Army as a whole, were accomplishing their missions with superior or very good results (78% to 80%). The measure of the various aspects of team learning as it related to junior officers was not assessed as favorably. For each of the team learning questions the number of respondents selecting 'poor' or 'average' were close to or higher than the number of respondents selecting 'very good' or

‘superior’. Figure 5-1 represents the survey results for each of the questions for the Army as a whole. On the question of vision, respondents predominantly selected the commander or the commander and sergeant major as the ones who set the vision for an organization (88%). A significant portion of officers (21%), however, felt that setting the vision should be a collective effort by all unit leaders. Clearly officers in the field are not as confident in the Army’s ability to foster team learning and buy-in from its junior officers as those officers are confident in the Army’s ability to accomplish its missions.

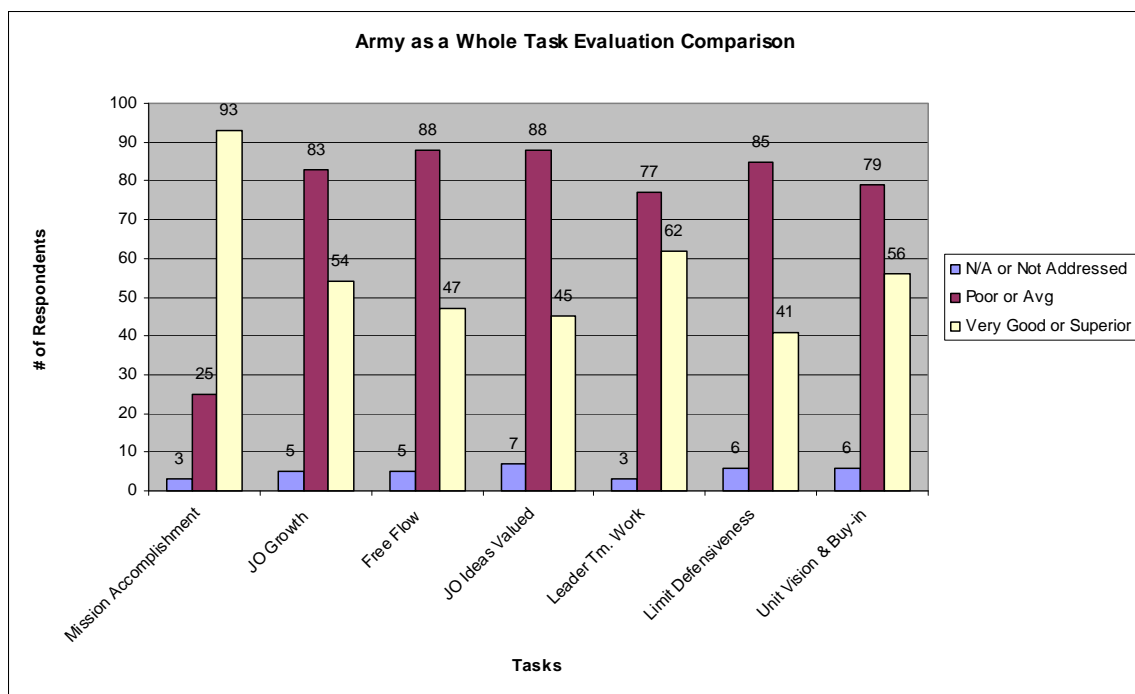


Figure 5-1

The concept of team learning has demonstrated value to the U.S. Army. The challenges of the modern battlefield necessitate subordinate organizations that are ever mindful of the importance of junior leader development. Incorporating team learning concepts into battalion and brigade-level professional development programs has the potential to result in junior officers who are better equipped to meet modern challenges. Of equal importance is the fact that fostering team learning also inculcates these young officers with a sense that they too provide valuable input to the organization as a whole.

APPENDIX 1 Survey on Team Learning

The Army and Team Learning

Hello,

I am an officer attending the School of Advanced Military Studies (SAMS). I am conducting research on the effectiveness of units in the Army in creating an environment that fosters team learning. Additionally, I am looking to measure how effective some of the Army's current methods are at creating this environment.

Your input is important to this research. The survey will take approximately 15-20 minutes. Participation is voluntary. All information collected is confidential and will be used solely for this research, without personally identifying information.

Thank you for your assistance.

This survey has been approved by the Command and General Staff College, Quality Assistance Office.
Survey Control number is 07-045.

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Section 1 - Administrative Data

Rank:

Years of Service:

☐ Less than 5 years
☐ 5-10 years
☐ 11-15 years
☐ 16-20 years
☒ More than 20 years

Operational Deployments since 2001 (6 months or greater)

☐ 0
☐ 1
☐ 2
☐ 3
☐ 4
☐ More than 4

Branch or Specialty

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Section 2 - Professional Development

This section focuses on Officer Professional Development (OPD) programs conducted at the Brigade and Battalion level.

During your career, how many times have you been assigned to Bde and/or Bn-level units?

- ☐ 0
☒ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ More than 5

Describe the frequency of OPDs for your last three Bde or Bn-level units.	Conducted monthly	Conducted quarterly	Conducted semi-annually	Not conducted on any predictable schedule	Not conducted
Last Unit	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2nd to Last Unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3rd to Last Unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe the frequency of OPDs specifically during deployment for your last three Bde or Bn-level units.	Conducted monthly	Conducted quarterly	Conducted semi-annually	Not conducted on any predictable schedule	Not conducted	Did not deploy with this unit
Last Unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2nd to Last Unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3rd to Last Unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often did the OPDs at your last unit fall into the following categories?	Never	Rarely	Sometimes	Often	Always
History Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tactics, Techniques, and Procedures (TTP) review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Garrison Operations Presentation (e.g. "How to Write an NCOER")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Problem Solving Exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SOP Review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doctrine Review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upcoming Deployment Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explain or Describe 'Other'

Select the type that was conducted most often.

How often were the OPDs at your last unit conducted using the following methods?	Never	Rarely	Sometimes	Often	Always
Presentation (One presenter, from the unit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation (Multiple presenters, from the unit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation (From an outside unit or agency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive session with one "leader"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused group discussion or brainstorm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hands-on Exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explain or Describe 'Other'

Select the type that was conducted most often.

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Section 3 - Professional Journals Subscriptions

This research includes an analysis of four Army military publications and how they contribute to the Army's team learning environment.

For how long have you subscribed to the following military professional journals?	No subscription	Less than 3 years	3-5 Years	6-8 Years	9-11 Years	12-14 Years	15 Years or more
Armor Magazine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Army Logistician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fires Bulletin (Formerly FA Journal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infantry Journal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you subscribe to any other military professional journals?

☒ Yes
☐ No

Which ones? (Please list)

Do you subscribe to non-military professional development publications?

☒ Yes
☐ No

Which ones? (Please list)

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Section 3 - Professional Journals

Readership

How frequently do you read the following publications?	Never	Rarely	Sometimes	Often	Every Issue
Armor Magazine	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Army Logistician	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Fires Bulletin (Formerly FA Journal)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Infantry Journal	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Where do you read them? (You may make multiple selections for each if appropriate)	I do not read it	Published copy at home	Online at home	Published copy at work	Online at work	Published copy at the post library	Online at the post library
Armor Magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Army Logistician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fires Bulletin (Formerly FA Journal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infantry Journal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How do you read them? (You may make multiple selections for each if appropriate)	I do not read it	I read it from cover to cover	I read articles of interest and scan the rest	I read articles written by people I know	I read articles that have been recommended to me	I read the letters to the editor
Armor Magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Army Logistician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fires Bulletin (Formerly FA Journal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infantry Journal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3 - Professional Journals

Authorship

Have you submitted an item to a military professional journal?

☒ Yes
☐ No

Were any of your items published?

☒ Yes
☐ No
☐ I did not submit any items

How many submissions have you made to military professional journals?

What did you submit? (May select more than one)

- ☐ Original Article (Sole Author)
- ☐ Original Article (Group Authorship)
- ☐ Letter to the Editor
- ☐ Contest Submission
- ☐ Photo
- ☒ Other

Explain or Describe 'Other'

Use the numbers below to represent each of your submissions from most recent to oldest. Why did you submit each one?	Independent desire to share ideas with the community	Unit-Directed	Contest Submission (eg. History writing)	Response to a previous article
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Section 3 - Electronic Professional Discussion Boards

How often do you visit electronic professional discussion boards (Knowledge Networks, Battle Command Knowledge System, etc.)?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Rarely
- ☐ Never

Which discussion board do you visit most often?

Have you ever contributed to a discussion on one of these sites?

- ☒ Yes
- ☐ No

How often?

- ☐ Regularly
- ☐ Periodically
- ☐ Rarely

Have you ever downloaded products from one of these sites?

- ☒ Yes
- ☐ No

Do you ever visit any of the knowledge networks available to subordinates (Company Commanders, Platoon Leaders, etc.)?

- ☒ Yes
- ☐ No

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Section 4 - Learning Organizations

The concept of fostering team learning is defined as creating an environment where an organization produces extraordinary results and where individual team members grow and learn at a faster rate than they would have otherwise.

How would you assess your last Bn or Bde-level unit on the following tasks?	Was not addressed in the unit	Accomplished poorly	Accomplished with average results	Accomplished with very good results	Accomplished with superior results	Not Applicable to the unit
Mission accomplishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering the individual growth of junior officers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging the free flow of ideas among leaders to better accomplish unit goals and missions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging junior officers (LTs and pre-command CPTs) in the belief that their ideas can be of value to the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing team work among leaders in the unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limiting the effects of defensiveness among subordinate leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a unit vision and receiving buy-in from subordinate leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you assess your second-to-last Bn or Bde-level unit on the following tasks?	Was not addressed in the unit	Accomplished poorly	Accomplished with average results	Accomplished with very good results	Accomplished with superior results	Not Applicable to the unit
Mission Accomplishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering the individual growth of junior officers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging the free flow of ideas among leaders to better accomplish unit goals and missions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging junior officers (LTs and pre-command CPTs) in the belief that their ideas can be of value to the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing team work among leaders in the unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limiting the effects of defensiveness among subordinate leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a unit vision and receiving buy-in from subordinate leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you assess the Army's Bde and Bn-level commanders as a whole on the following tasks?	Was not addressed in the unit	Accomplished poorly	Accomplished with average results	Accomplished with very good results	Accomplished with superior results	Not Applicable to the unit
Mission Accomplishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering the individual growth of junior officers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging the free flow of ideas among leaders to better accomplish unit goals and missions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging junior officers (LTs and pre-command CPTs) in the belief that their ideas can be of value to the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing team work among leaders in the unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limiting the effects of defensiveness among subordinate leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a unit vision and receiving buy-in from subordinate leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Who most frequently sets the vision for the units in which you have served?

- ☐ Commander
- ☐ Command Team (Cdr and CSM)
- ☐ The Senior Leadership (Field Grades and Senior NCOs)
- ☐ Collective effort by all leaders
- ☐ Higher HQs
- ☐ Unit had no vision or goals
- ☐ Other

In your opinion, who should set the vision for a unit?

- ☐ Commander
- ☐ Command Team (Cdr and CSM)
- ☐ The Senior Leadership (Field Grades and CSMs)
- ☐ Collective effort by all leaders
- ☐ Higher HQs
- ☐ Other

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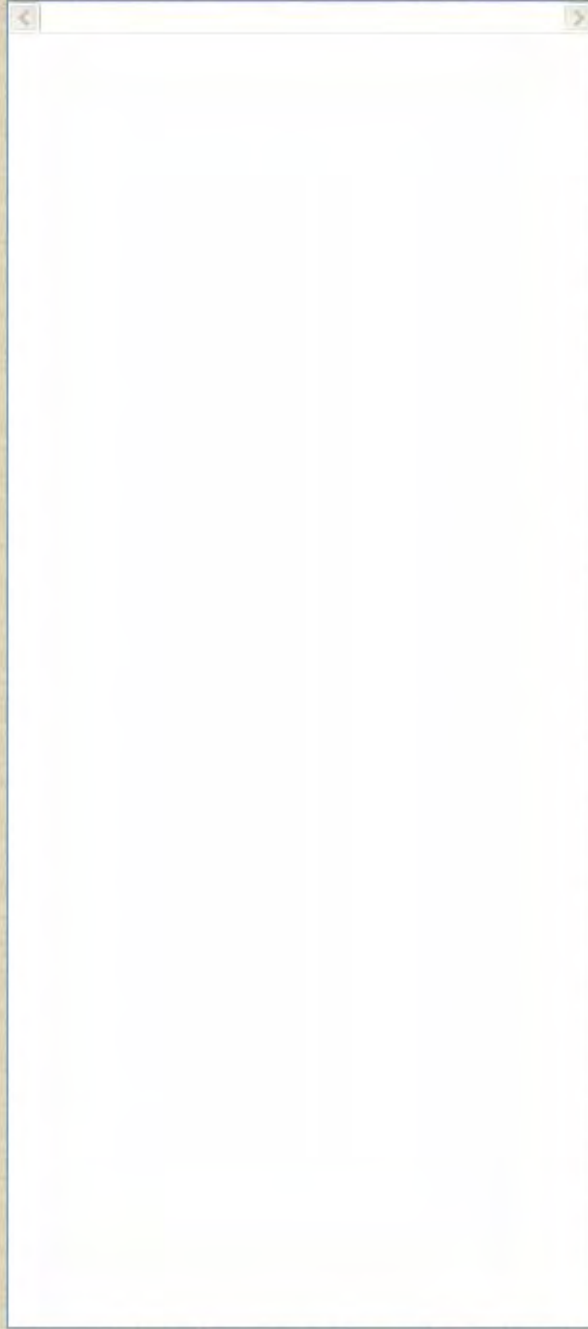
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Progress bar with 10 segments, 8 are filled.

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Section 4 - Additional Comments

Comments:



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Thank You for Your Participation.

Please submit your responses by clicking the "Finish" button at the bottom of the screen. You will be directed to a website where you may learn more about team learning.

Thank you again for your time and your candor. If you have any questions, please contact MAJ Kareem Montague via e-mail: kareem.montague@us.army.mil

This survey has been approved by the Command and General Staff College, Quality Assistance Office.

Survey Control number is 07-045.

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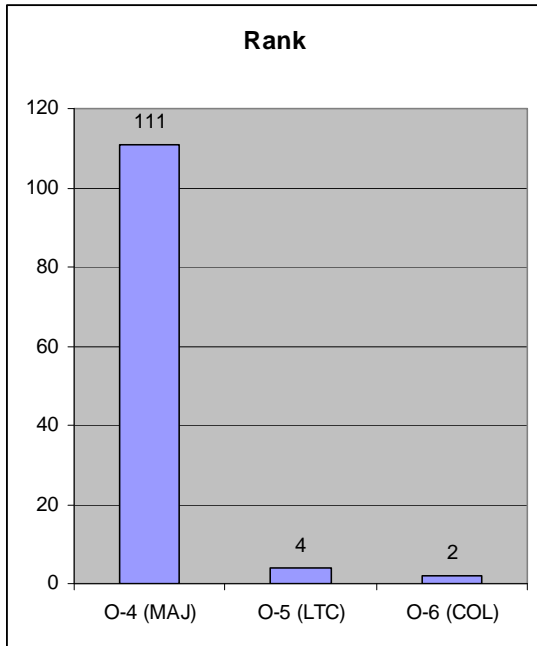


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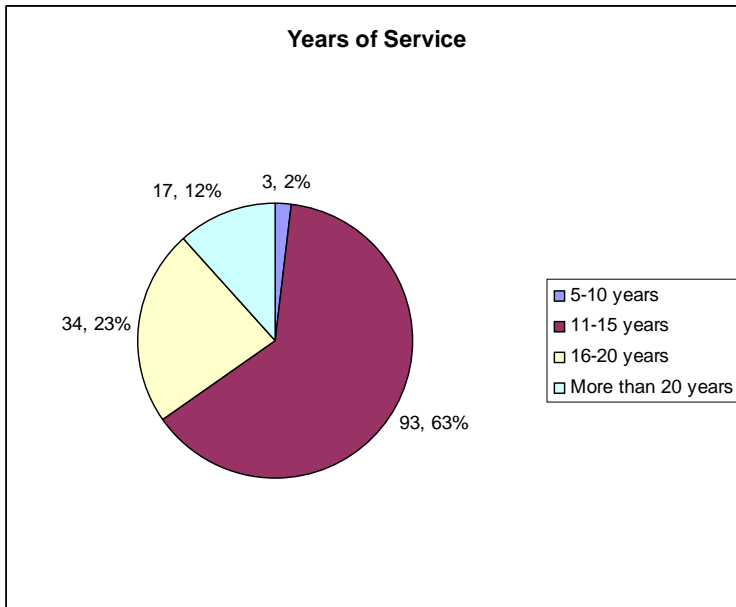
APPENDIX 2 Survey Results

Section 1 – Administrative Data

Question 1: Rank - 117 Respondents



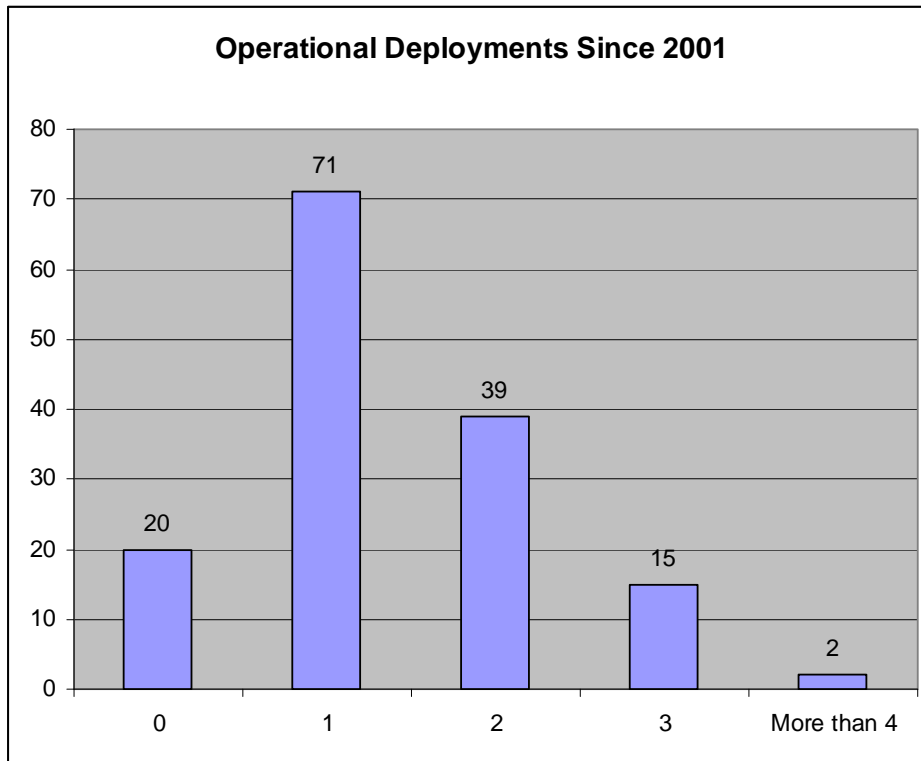
Question 2: Years of Service - 147 Respondents



Question 3: Branch or Specialty - 145 Respondents

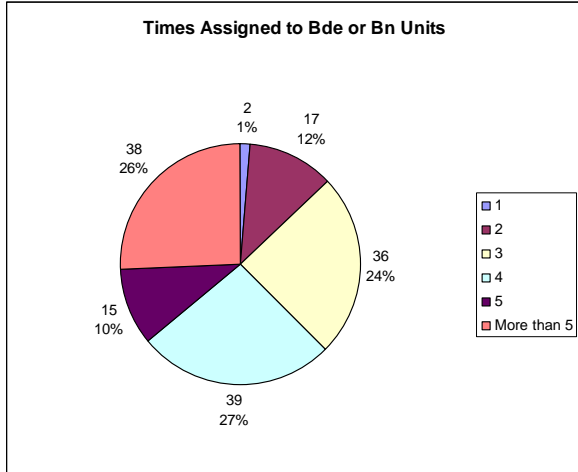
Air Defense Artillery	5	3.45%
Adjutant General	5	3.45%
Armor	15	10.34%
Aviation	14	9.66%
Civil Affairs	3	2.07%
Chemical	1	0.69%
Engineer	12	8.28%
Field Artillery	12	8.28%
Infantry	14	9.66%
Judge Advocate General Corps	1	0.69%
Military Intelligence	9	6.21%
Military Police	5	3.45%
Medical Service Corps	3	2.07%
Ordnance	10	6.90%
Psychological Operations	1	0.69%
Quartermaster	10	6.90%
Signal	7	4.83%
Special Forces	6	4.14%
Transportation	12	8.28%

Question 4: Deployments - 147 Respondents



Section 2: Professional Development

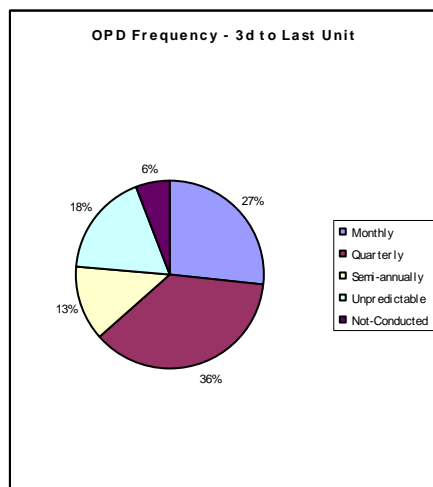
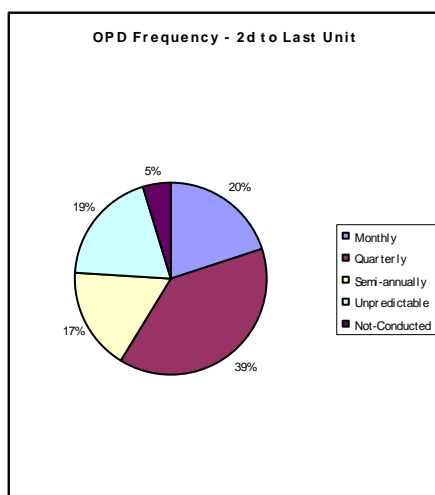
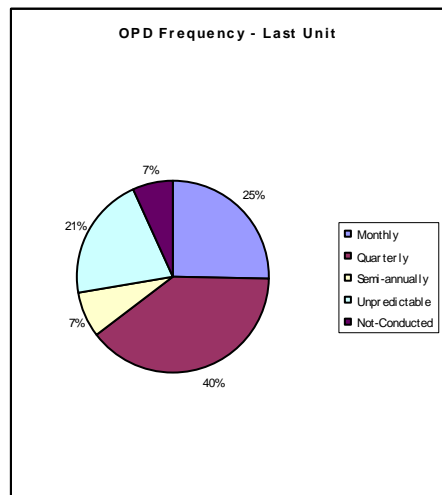
Question 1: Times Assigned to a Brigade or Battalion – 147 Respondents



Question 2a: Last Unit OPD Frequency – 147 Respondents

Question 2b: 2d to Last Unit OPD Frequency – 145 Respondents

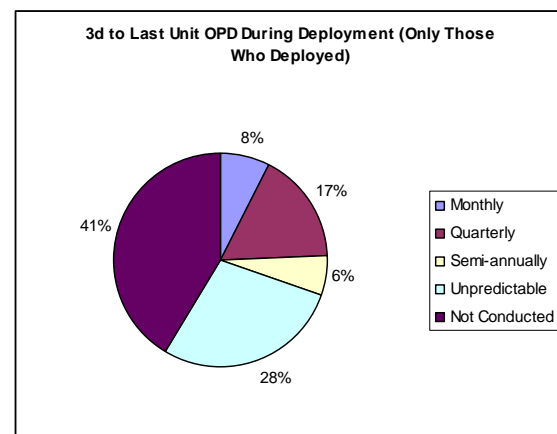
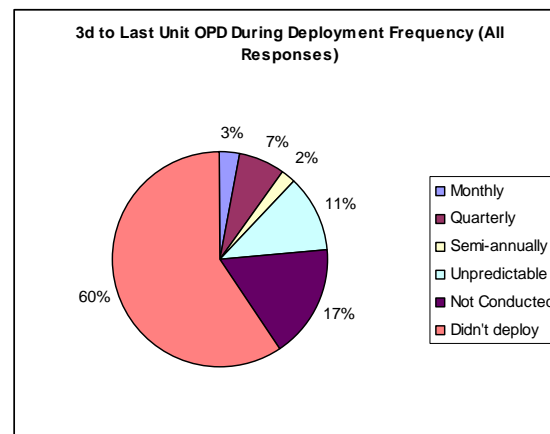
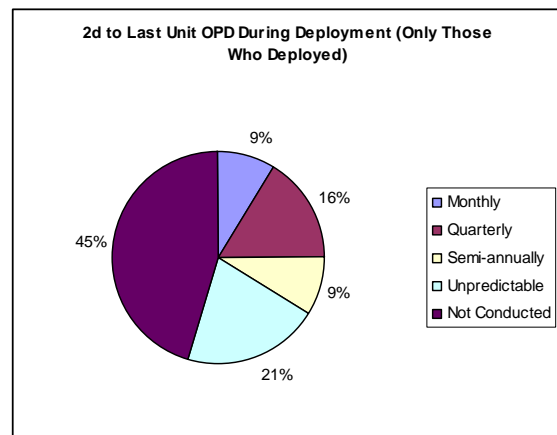
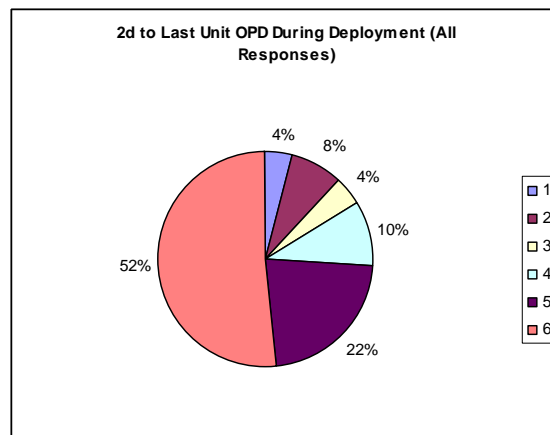
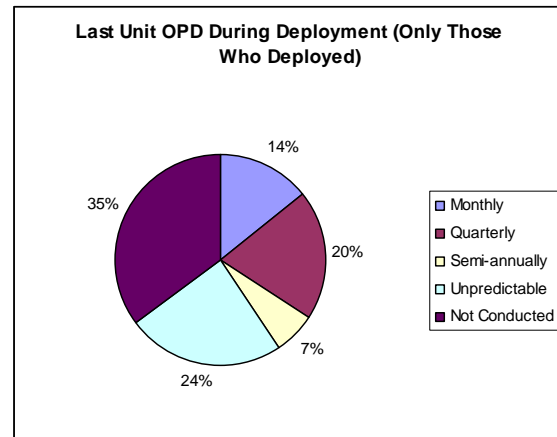
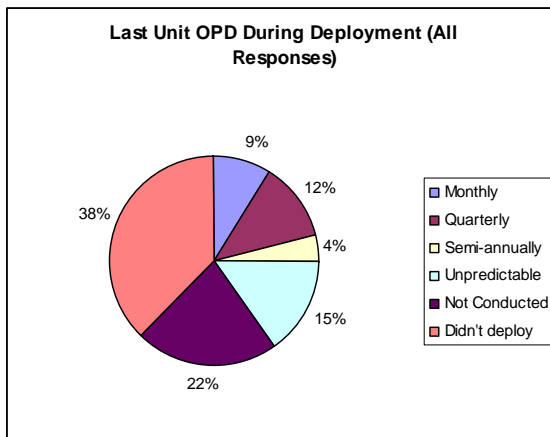
Question 2c: 3d to Last Unit OPD Frequency – 135 Respondents



Question 3a: Last Unit OPD during Deployment Frequency – 146 Respondents

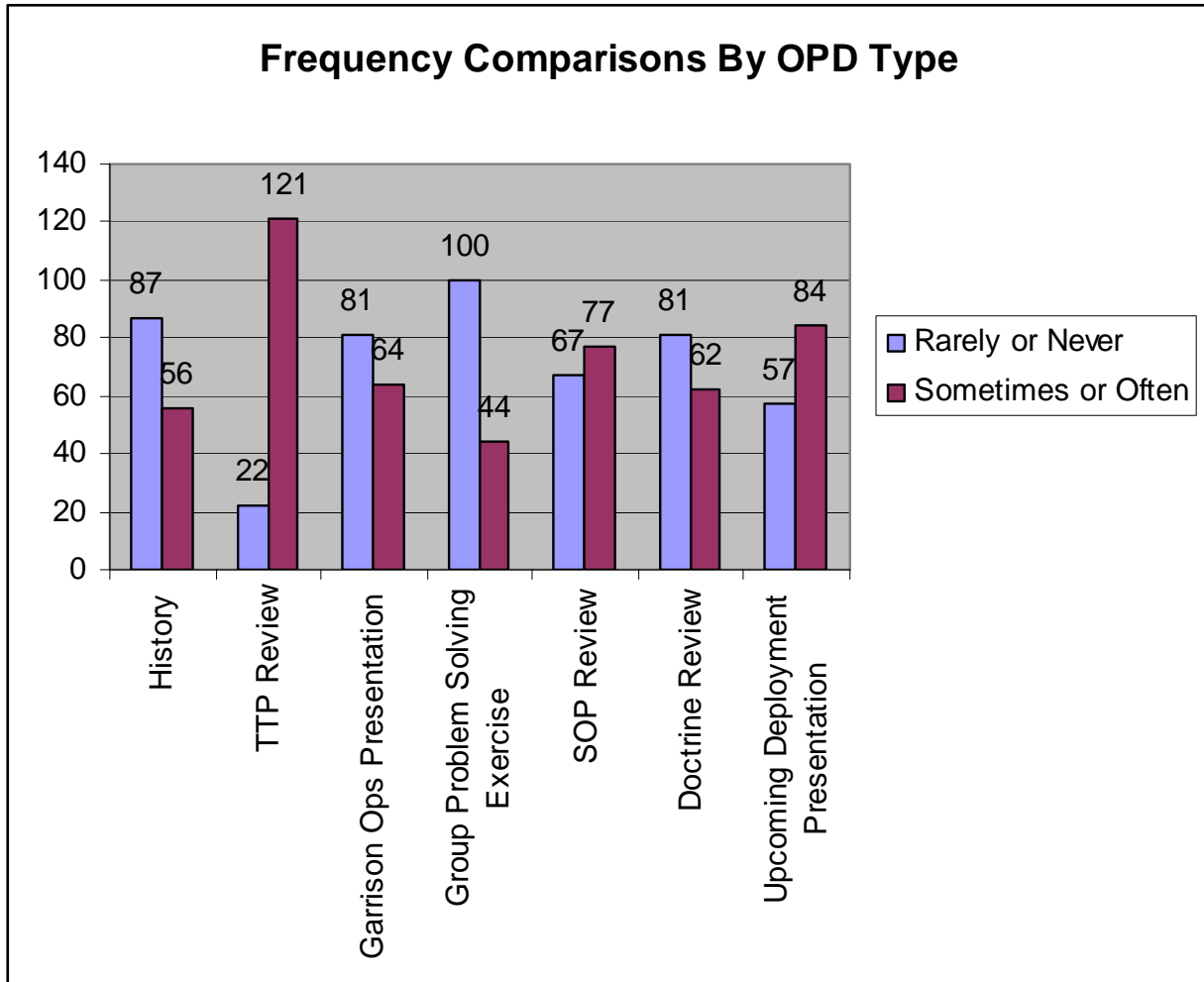
Question 3b: 2d to Last Unit OPD during Deployment Frequency – 141 Respondents

Question 3c: 3d to Last Unit OPD during Deployment Frequency – 131 Respondents



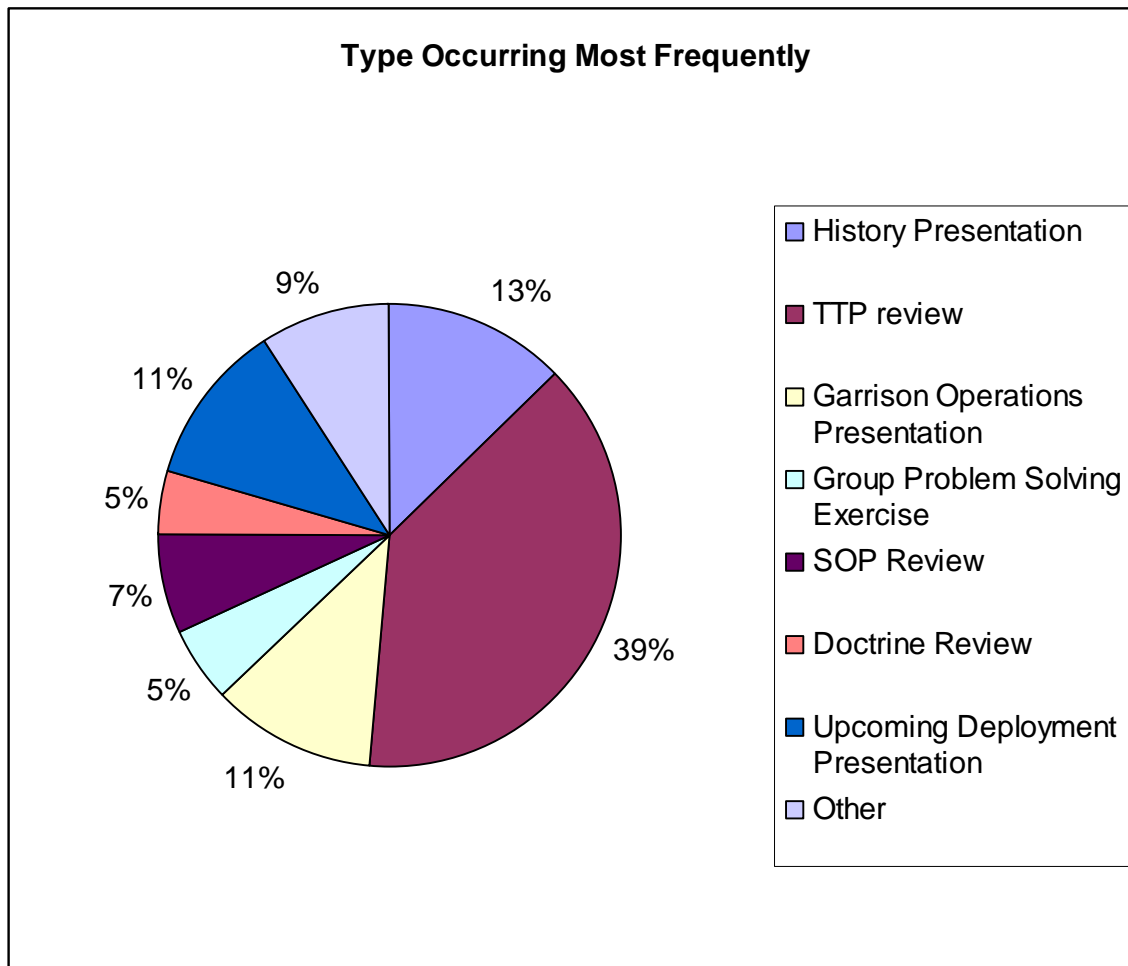
Question 4a: Types of OPDs at Last Unit

<i>How often did OPDs in last unit fall into following categories</i>	Never	Rarely	Sometimes	Often	Always	Respondents
History	50 (34.72%)	37 (25.69%)	47 (32.64%)	9 (6.25%)	1 (.69%)	144
TTP Review	14 (9.52%)	8 (5.44%)	59 (40.14%)	62 (42.18%)	4 (2.72%)	147
Garrison Ops Presentation	42 (28.97%)	39 (26.90%)	46 (31.72%)	18 (12.41%)	0	145
Group Problem Solving Exercise	70 (48.28%)	30 (20.69%)	33 (22.76%)	11 (7.59%)	0	145
SOP Review	35 (24.31%)	32 (22.22%)	57 (39.58%)	20 (13.89%)	0	144
Doctrine Review	42 (29.17%)	39 (27.08%)	47 (32.64%)	15 (10.42%)	1 (.69%)	144
Upcoming Deployment Presentation	44 (30.14%)	13 (8.9%)	53 (36.3%)	31 (21.23%)	5 (3.42%)	146
Other	75 (64.10%)	10 (8.55%)	20 (17.09%)	11 (9.4%)	1 (.85%)	117



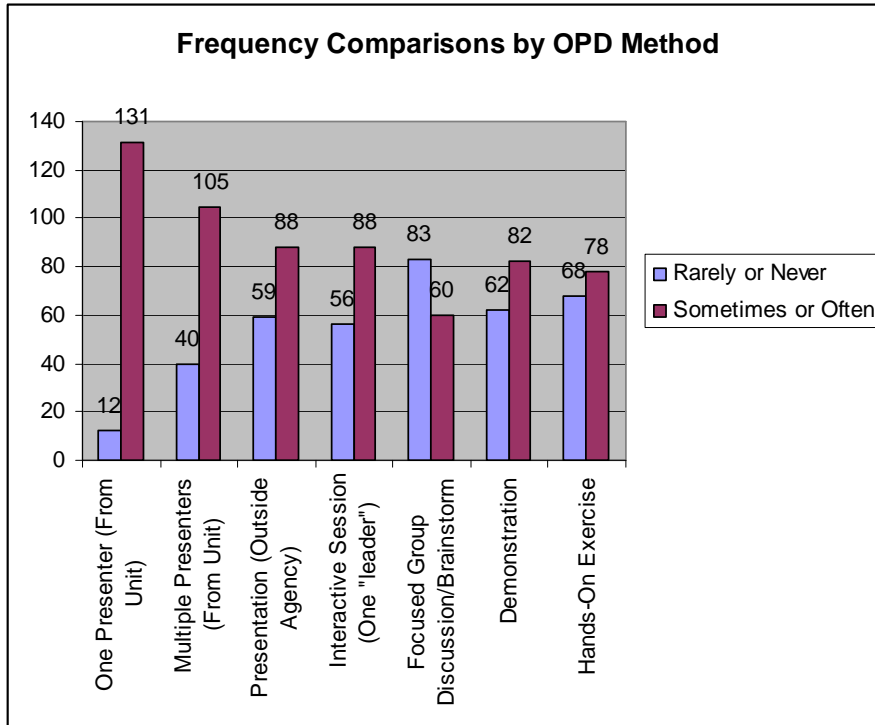
Question 4b: Explain or Describe Other – See Appendix 3

Question 5: Which Type of OPD Occurred Most Often – 132 Respondents



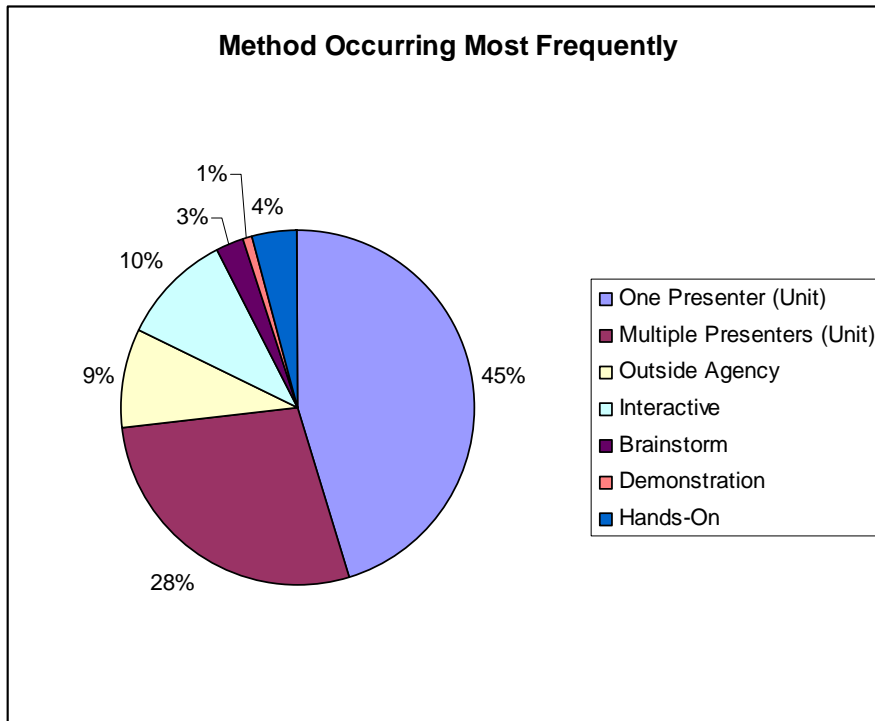
Question 6a: OPD Presentation Method

<i>OPD Presentation Methods</i>	Never	Rarely	Sometimes	Often	Always	Respondents
One Presenter (From Unit)	4 (2.72%)	8 (5.44%)	54 (36.73%)	77 (52.38%)	4 (2.72%)	147
Multiple Presenters (From Unit)	15 (10.2%)	25 (17.01%)	70 (47.62%)	35 (23.81%)	2 (1.36%)	147
Presentation (Outside Agency)	13 (8.84%)	46 (31.29%)	70 (47.62%)	18 (12.24%)	0	147
Interactive Session (One "leader")	19 (13.10%)	37 (25.52%)	70 (48.28%)	18 (12.41%)	1 (.69%)	145
Focused Group Discussion/Brainstorm	42 (29.37%)	41 (28.67%)	41 (28.67%)	19 (13.29%)	0	143
Demonstration	29 (20.14%)	33 (22.92%)	63 (43.75%)	19 (13.19%)	0	144
Hands-On Exercise	30 (20.55%)	38 (26.03%)	67 (45.89%)	11 (7.53%)	0	146
Other	76 (84.44%)	10 (11.11%)	4 (4.44%)	0	0	90

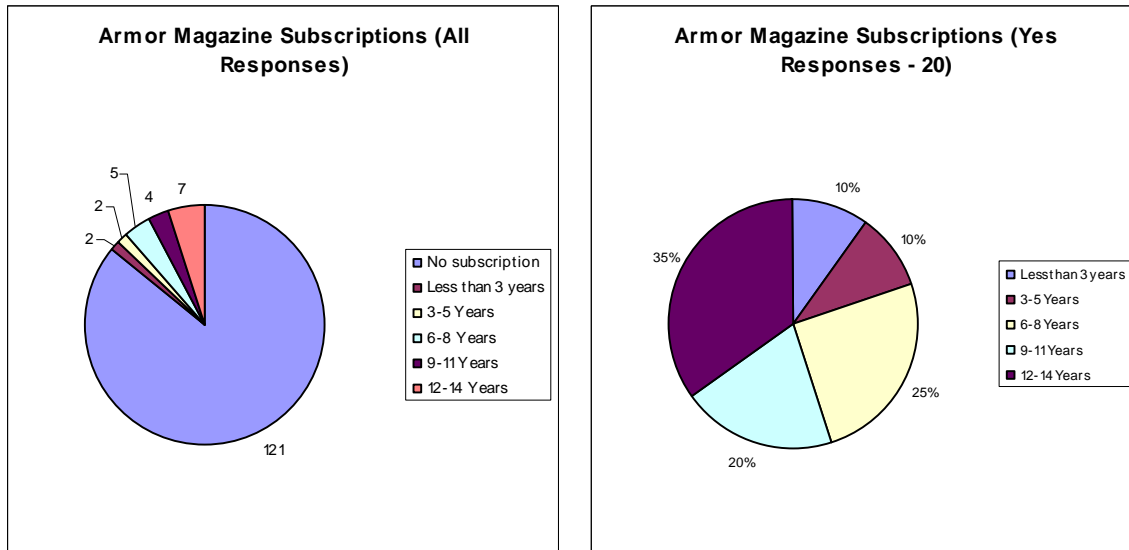


Question 6b: Explain or Describe Other – See Appendix 3

Question 7: Which Method Occurred Most Often – 119 Respondents

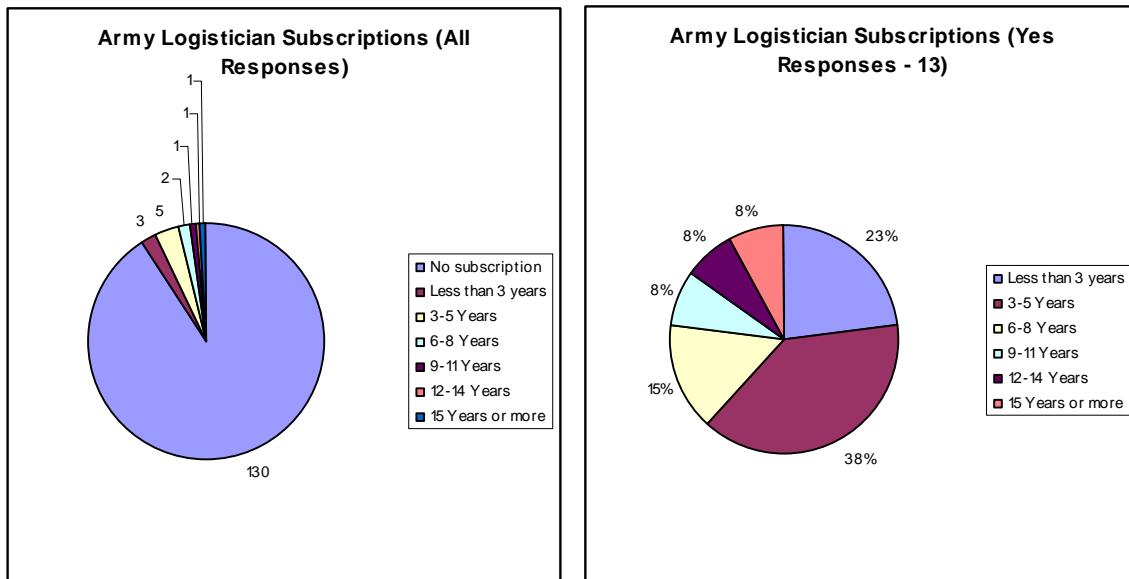


Section 3a: Professional Journals - Subscriptions
Question 1: Selected Magazine Subscription Duration
Armor Magazine – 141 Respondents



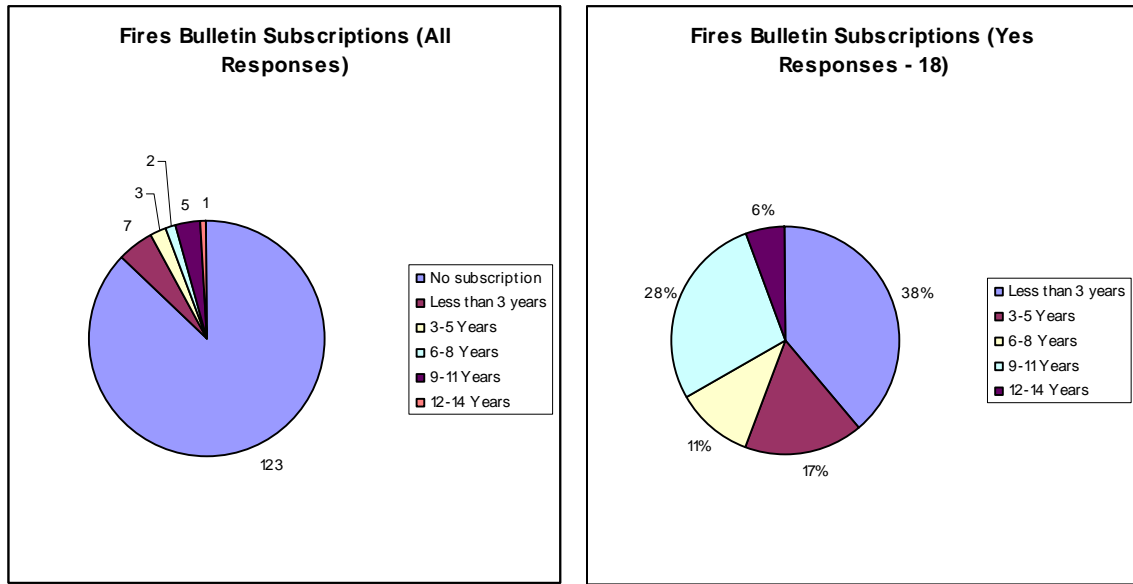
Armor Officers Taking Survey (Section 1, Question 3) – 15
 At Least 5 Non-Armor Officers Subscribing to *Armor Magazine*

Army Logistician – 143 Respondents



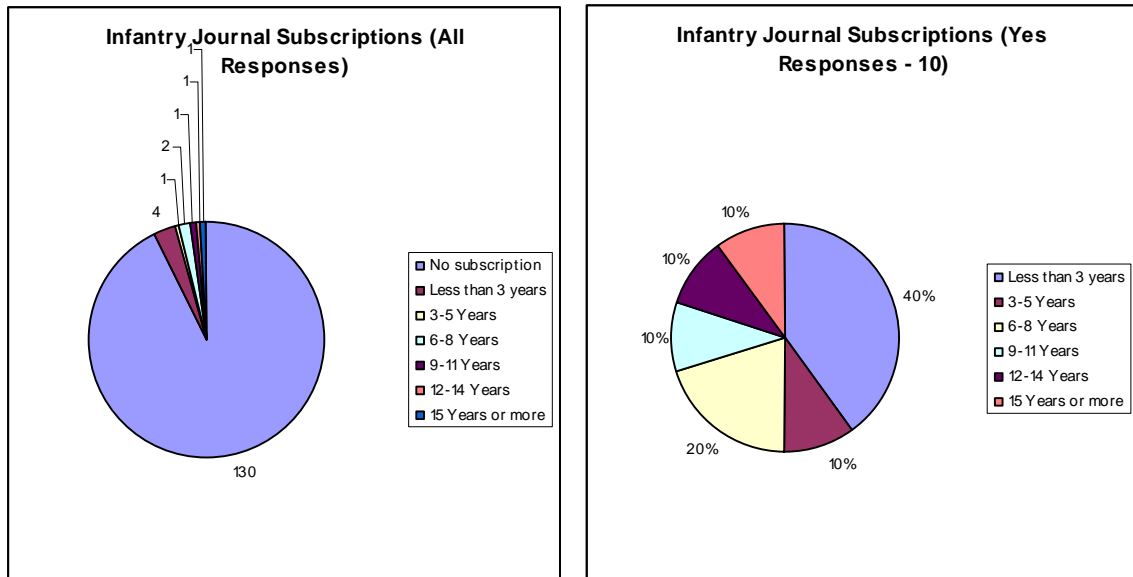
Logistics Officers (OD, QM, TC) Taking Survey (Section 1, Question 3) – 32
 Maximum of 41% Subscription Rate among Logistics Officers

Fires Bulletin (Formerly FA Journal) – 141 Respondents



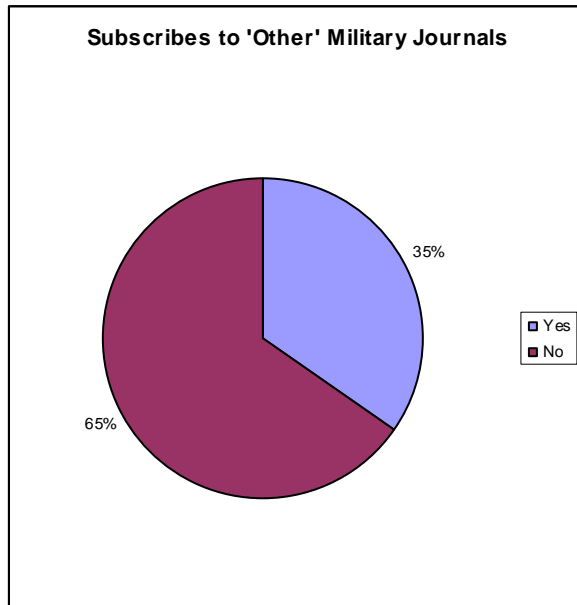
Field Artillery and Air Defense Artillery Officers Taking Survey (Section 1, Question 3) – 17
At Least 1 Non-Artillery Officer Subscribing to *Fires Bulletin*

Infantry Journal – 140 Respondents



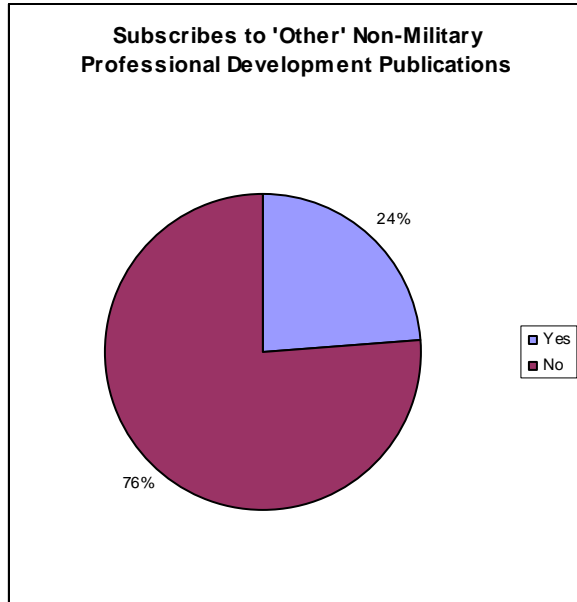
Infantry Officers Taking Survey (Section 1, Question 3) – 14
Maximum of 71% Subscription Rate among Infantry Officers

Question 2a: Other Military Journals – 147 Respondents



Question 2b: List Which Ones – *See Appendix 3*

Question 3a: Other Non-Military Professional Development Publications – 147 Respondents

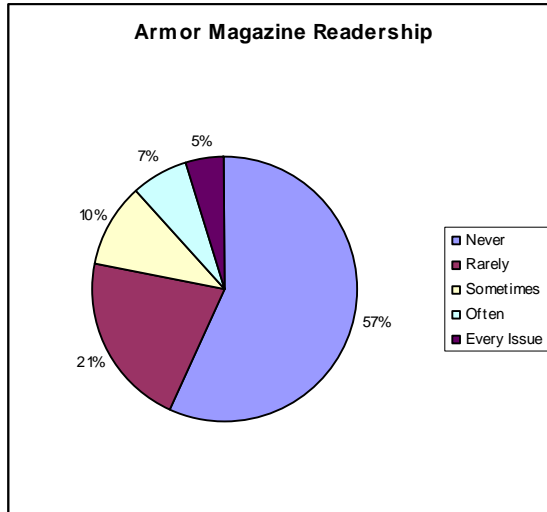


Question 3b: List Which Ones – *See Appendix 3*

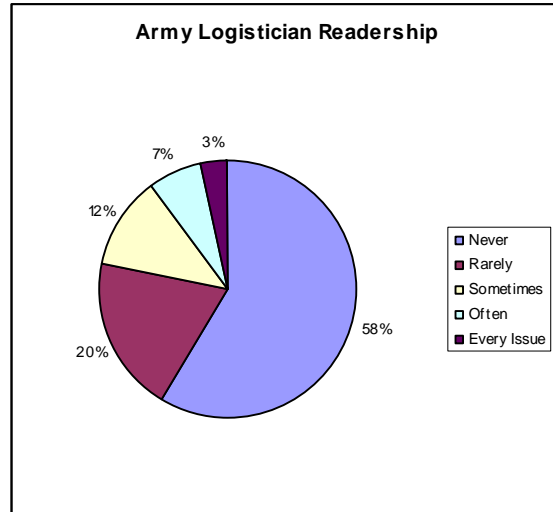
Section 3b: Professional Journals - Readership

Question 1a: Selected Magazine Reading Frequency

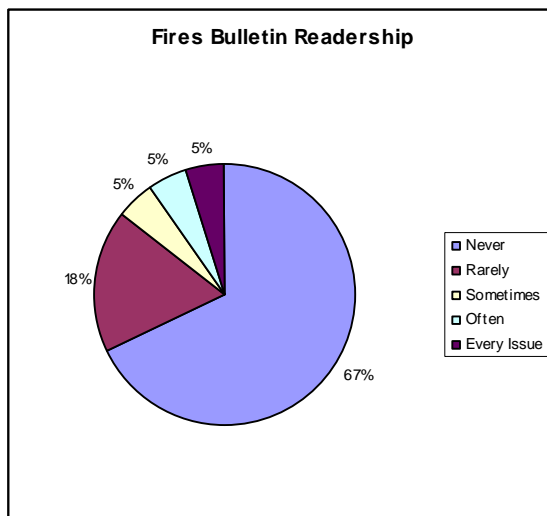
Armor Magazine (145 Respondents)



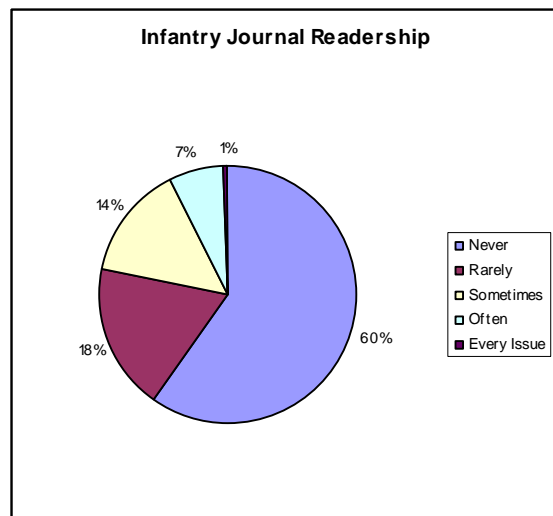
Army Logistician (146 Respondents)



Fires Bulletin (146 Respondents)

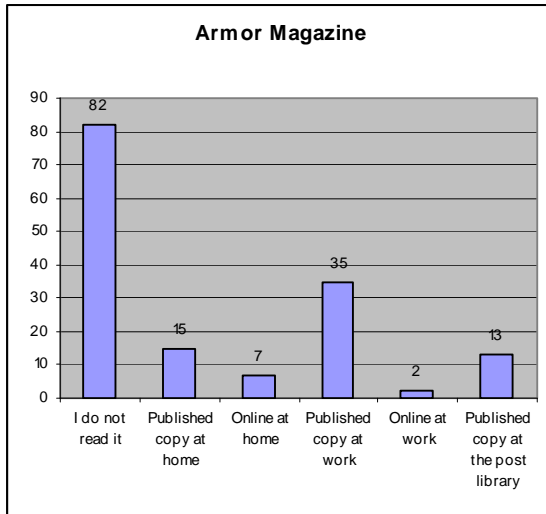


Army Logistician (146 Respondents)

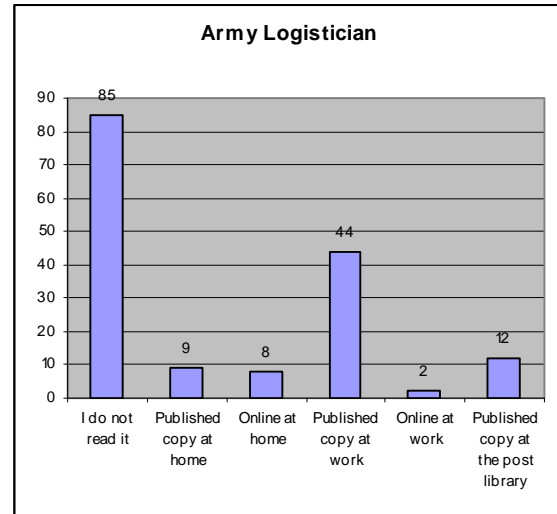


Question 1b: Selected Magazine Reading Location and Format (Respondents Could Choose Multiple Sections)

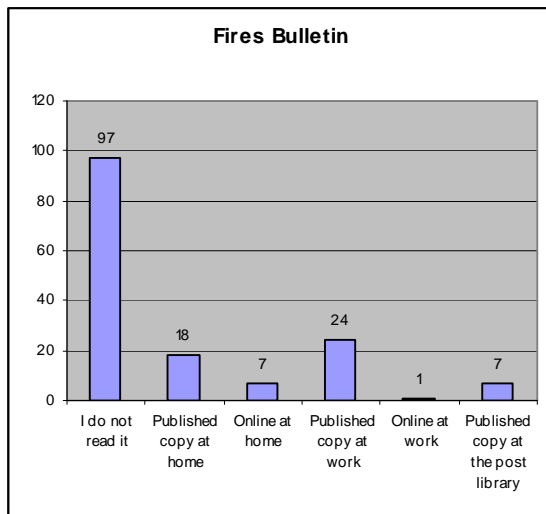
Armor Magazine (143 Respondents)



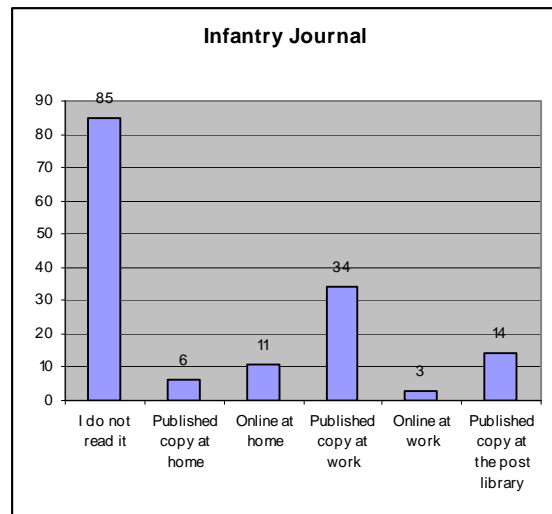
Army Logistician (144 Respondents)



Fires Bulletin (143 Respondents)

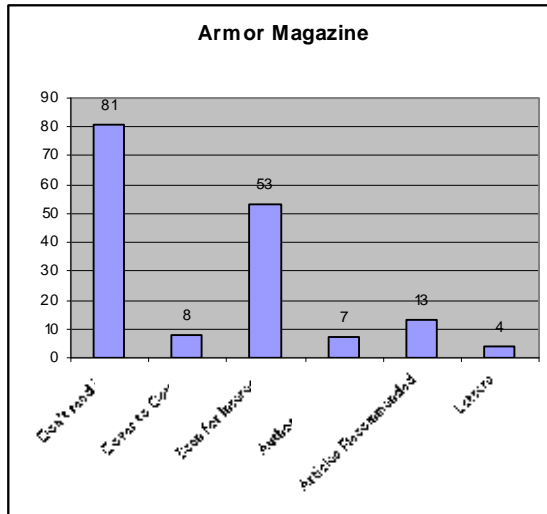


Infantry Journal (142 Respondents)

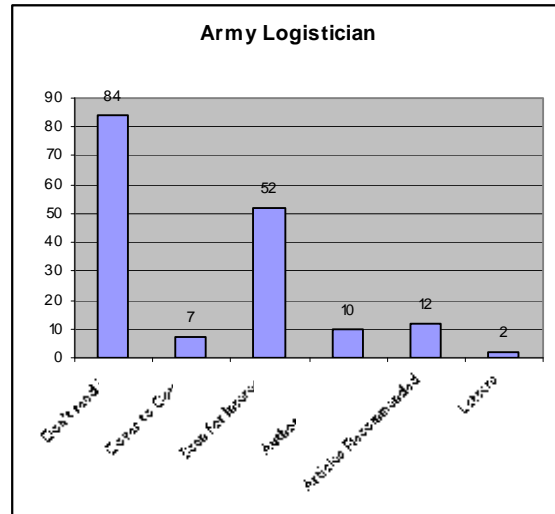


Question 1c: Selected Magazine Reading Completeness (Respondents Could Choose Multiple Sections)

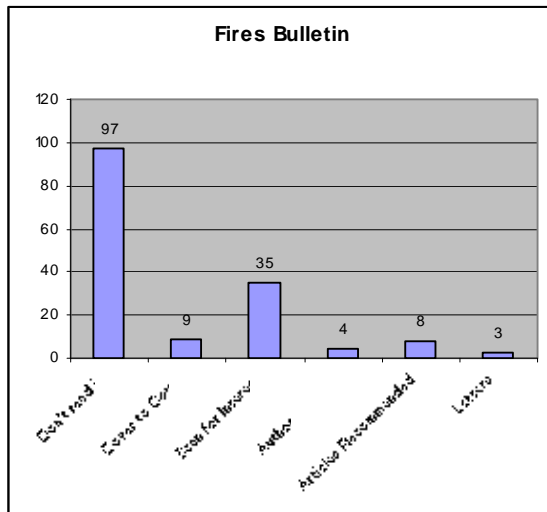
Armor Magazine (143 Respondents)



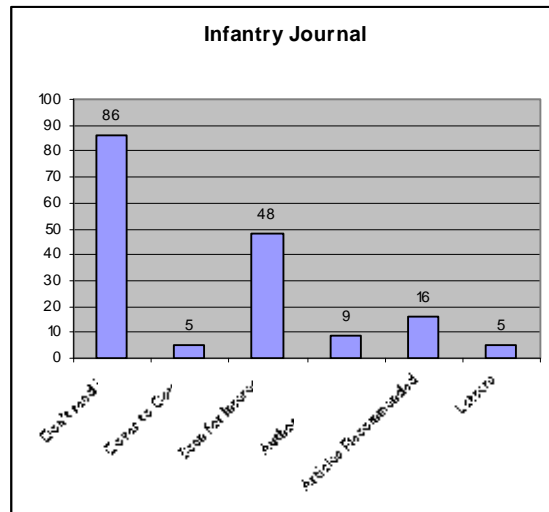
Army Logistician (145 Respondents)



Fires Bulletin (143 Respondents)

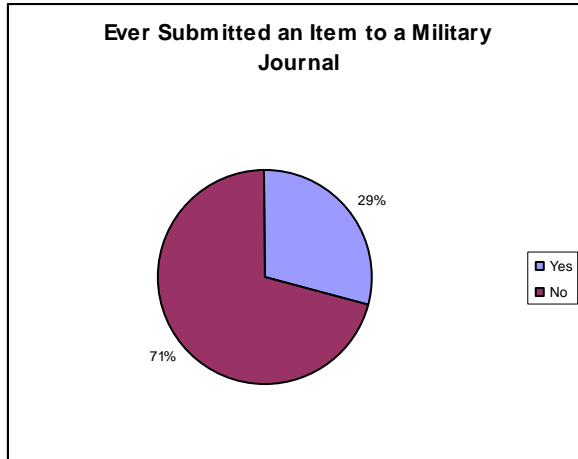


Infantry Journal (143 Respondents)

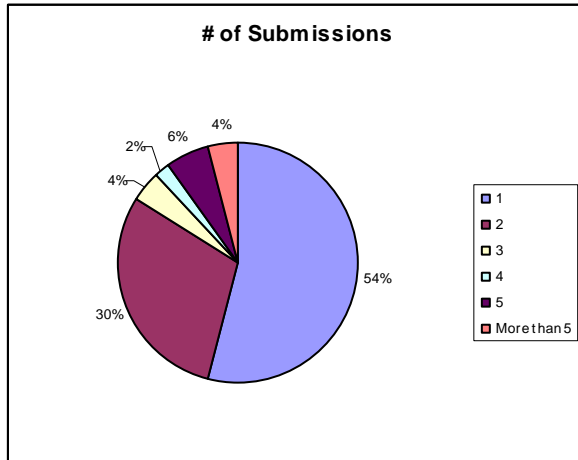


Section 3c: Professional Journals - Authorship

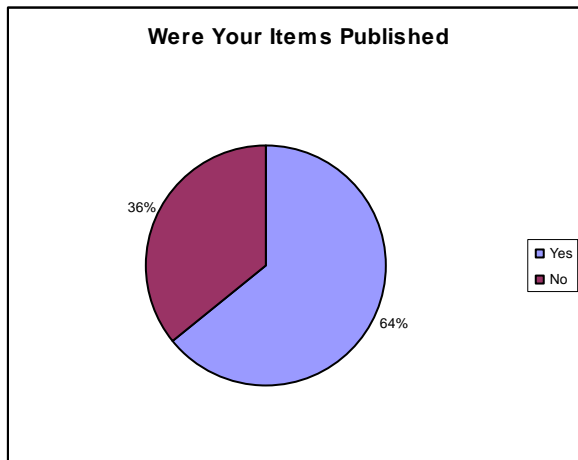
Question 1a: Ever Submitted an Article – 147 Respondents – 43 Answered Yes



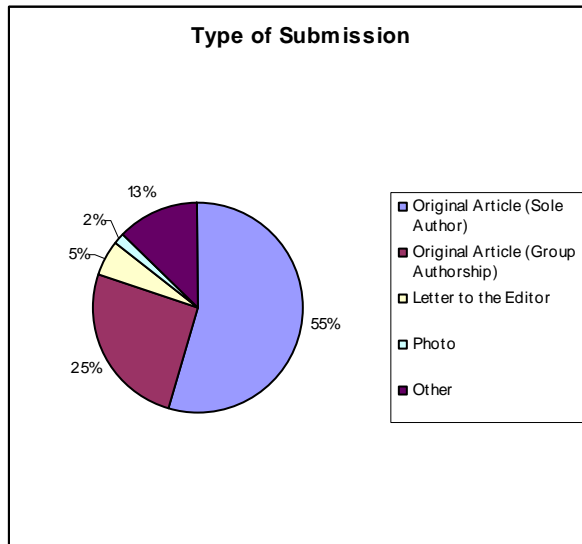
Question 1b: How Many Submitted – 50 Respondents Answered at least 1



Question 2: Were Submissions Published – 53 Respondents Answered They Had Submitted

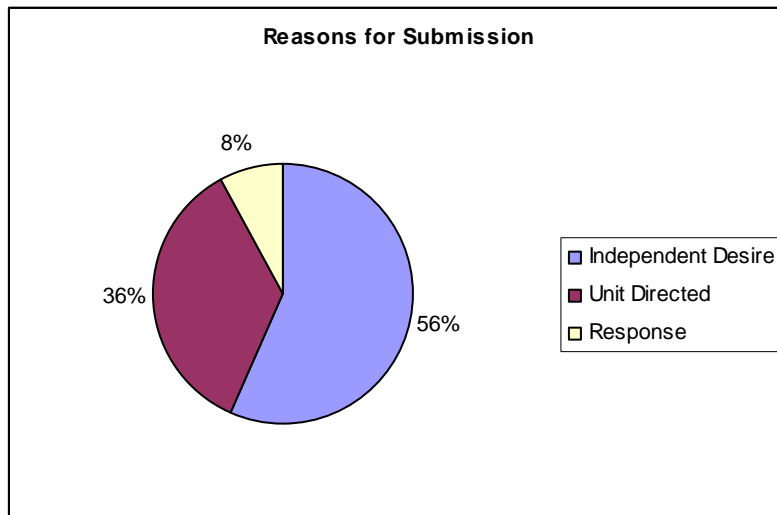


Question 3a: What Did You Submit – 55 Respondents Answered They Had Submitted



Question 3b: Describe 'Other' – See Appendix 3

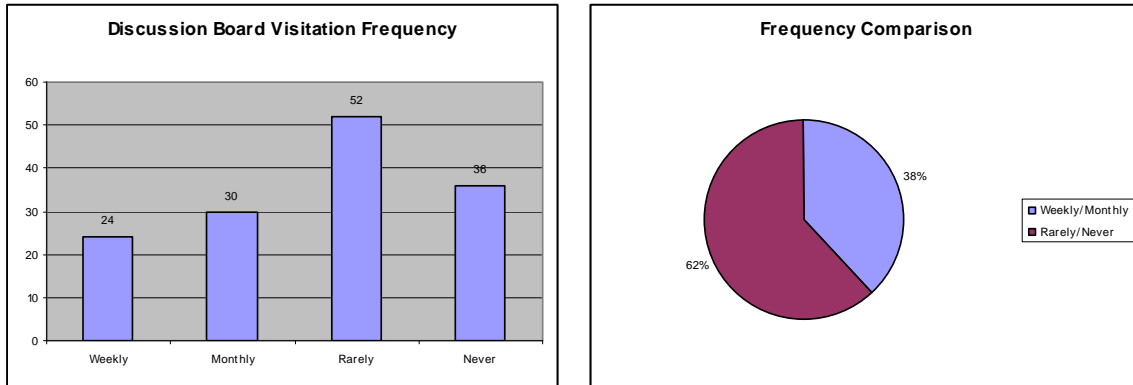
Question 4: Why Did You Submit – 76 Total Respondents for All Submission #s



<i>Why Did You Submit?</i>	1st Submission	2d Submission	3d Submission	4th Submission	5th Submission	Totals
Independent Desire to Share Ideas	26 (57.78%)	10 (55.56%)	4 (57.14%)	2 (66.67%)	1 (33.33%)	43
Unit-Directed	16 (35.56%)	6 (33.33%)	2 (28.57 %)	1 (33.33%)	2 (66.67%)	27
Response to Previous Article	3 (6.67%)	2 (11.11%)	1 (14.29%)	0	0	6
Respondents	45	18	7	3	3	76

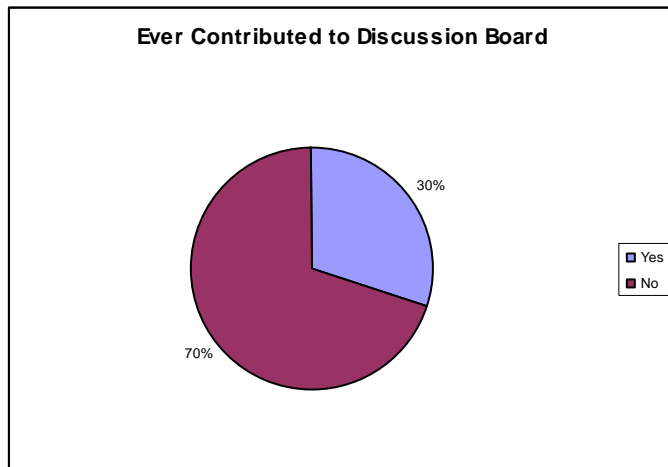
Section 3d: Electronic Professional Discussion Boards

Question 1a: Frequency of Visitation to Electronic Discussion Boards – 146 Respondents

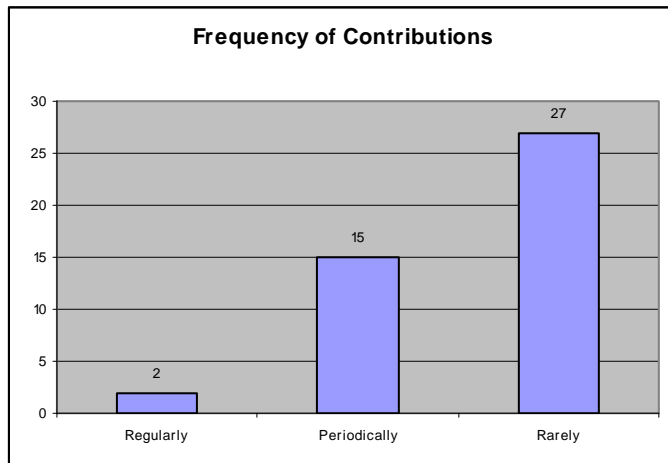


Question 1b: Describe 'Which Ones' – *See Appendix 3*

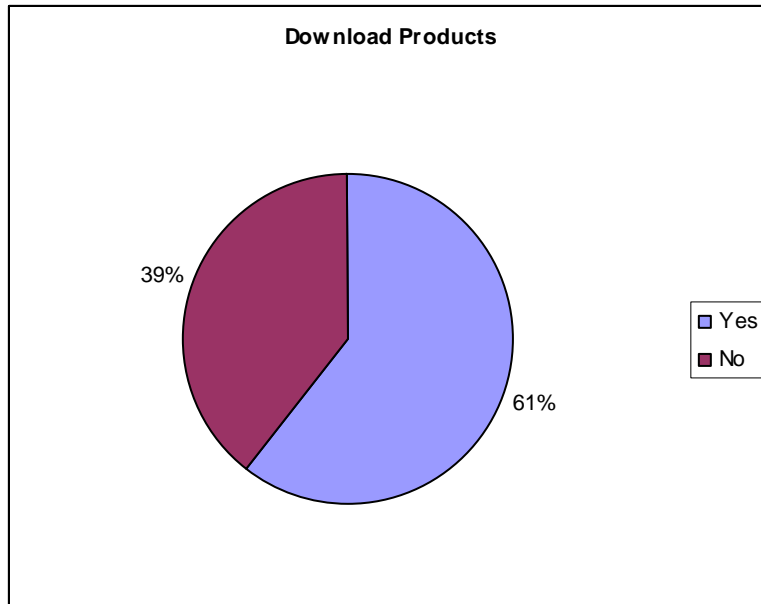
Question 2a: Contributions to Electronic Discussion Boards (Y/N) – 146 Respondents



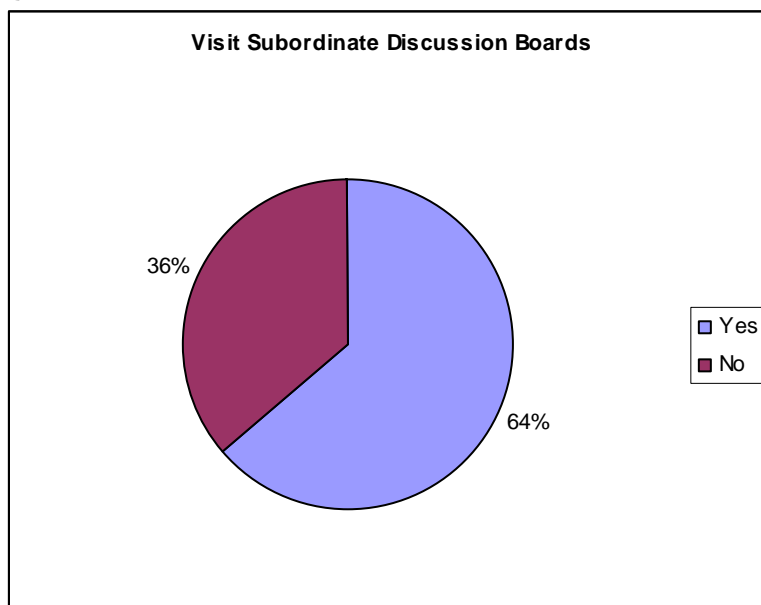
Question 2b: How Often Contributes – 44 Respondents (Only Applicable if Y on 2a)



Question 3: Ever Downloaded Products from Discussion Boards (Y/N) – 145 Respondents



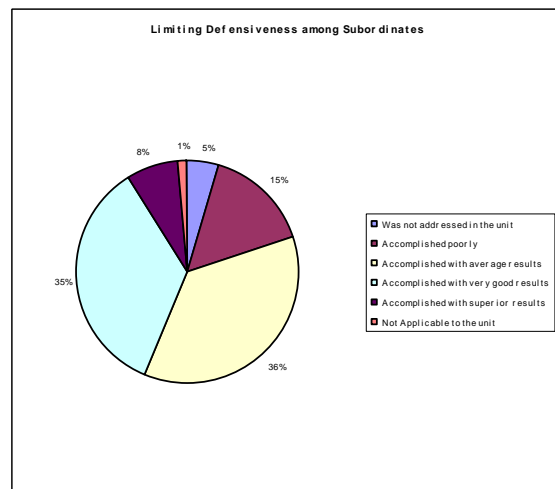
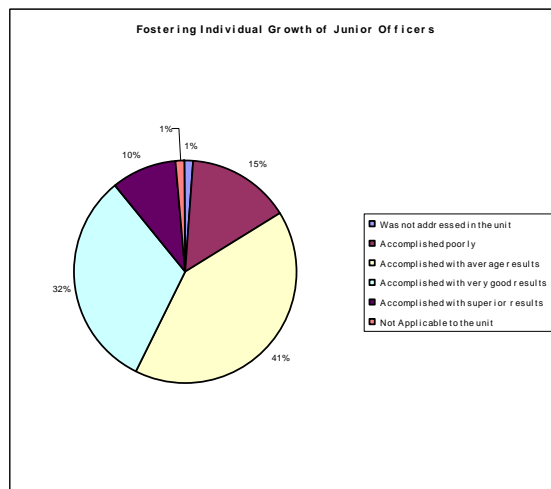
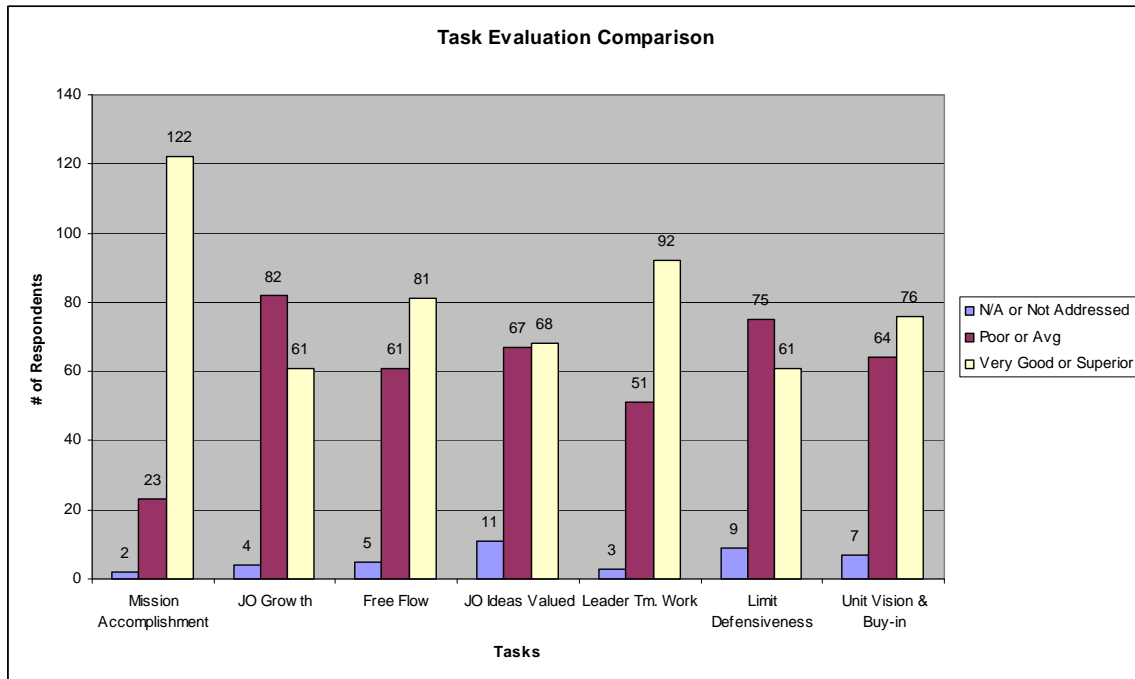
Question 4: Ever Visit Subordinate Electronic Discussion Boards (Y/N) – 146 Respondents



Section 4: Learning Organizations

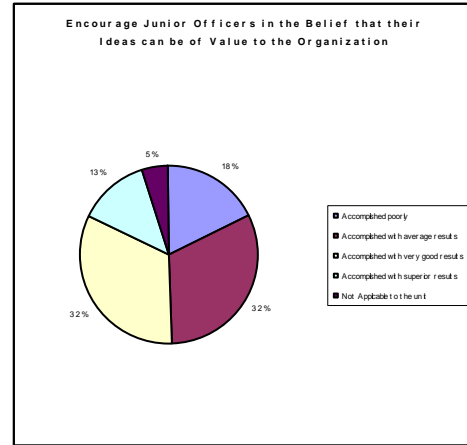
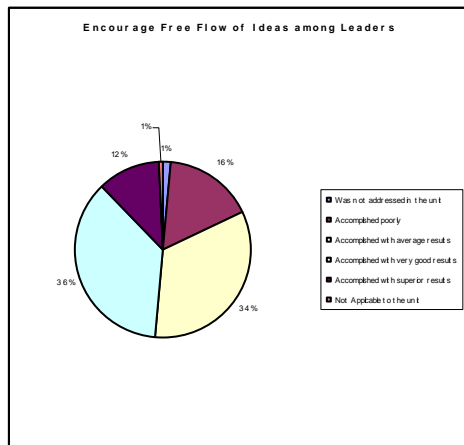
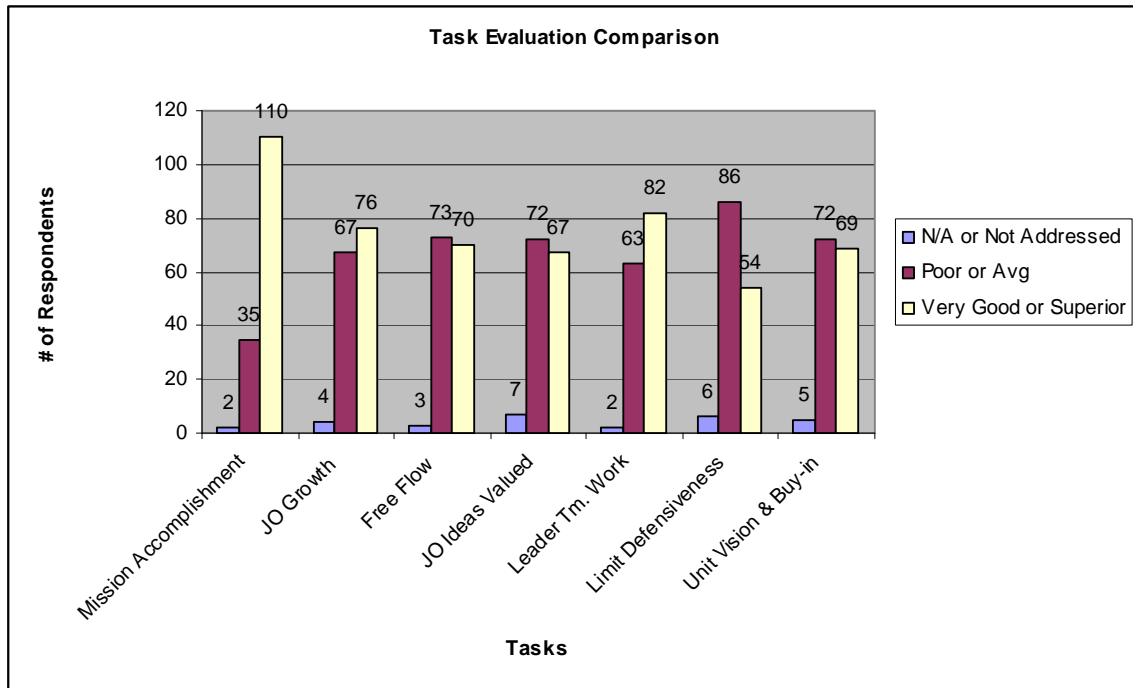
Question 1: Assess Last Unit in the Following Areas

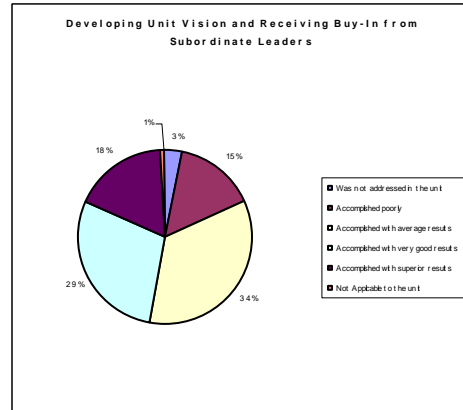
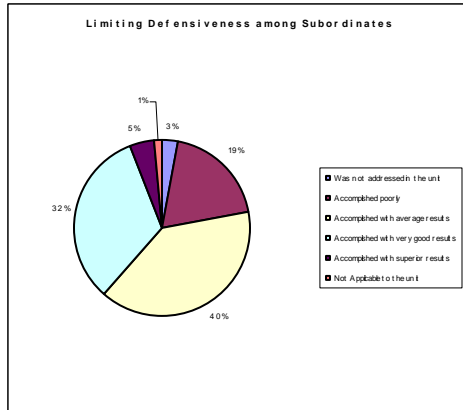
Assess Last Unit in the Following Tasks	Not Applicable to this Unit	Not Addressed in Unit	Accomplished poorly	Accomplished w/ average Results	Accomplished w/ very good Results	Accomplished w/ superior Results	Respondents
Mission Accomplishment	0	2 (1.36%)	3 (2.04%)	20 (13.61%)	66 (44.9%)	56 (38.1%)	147
Foster Jr. Officer Individual Growth	2 (1.36%)	2 (1.36%)	22 (14.97%)	60 (40.82%)	47 (31.97%)	14 (9.52%)	147
Encourage free flow of ideas	0	5 (3.4%)	23 (15.65%)	38 (25.85%)	55 (37.41%)	26 (17.69%)	147
Jr. Officers Believe Their Ideas Valued	5 (3.42%)	6 (4.11%)	25 (17.12%)	42 (28.77%)	54 (36.99%)	14 (9.59%)	146
Develop Leader Team Work	0	3 (2.05%)	17 (11.64%)	34 (23.29%)	70 (47.95%)	22 (15.07%)	146
Limit Defensiveness in Subordinates	2 (1.37%)	7 (4.79%)	22 (15.07%)	53 (36.30%)	51 (34.93%)	11 (7.53%)	146
Develop Unit Vision and Receive Buy-in	0	7 (4.76%)	21 (14.29%)	43 (29.25%)	52 (35.27%)	24 (16.33%)	147



Question 2: Assess 2d to Last Unit in the Following Areas

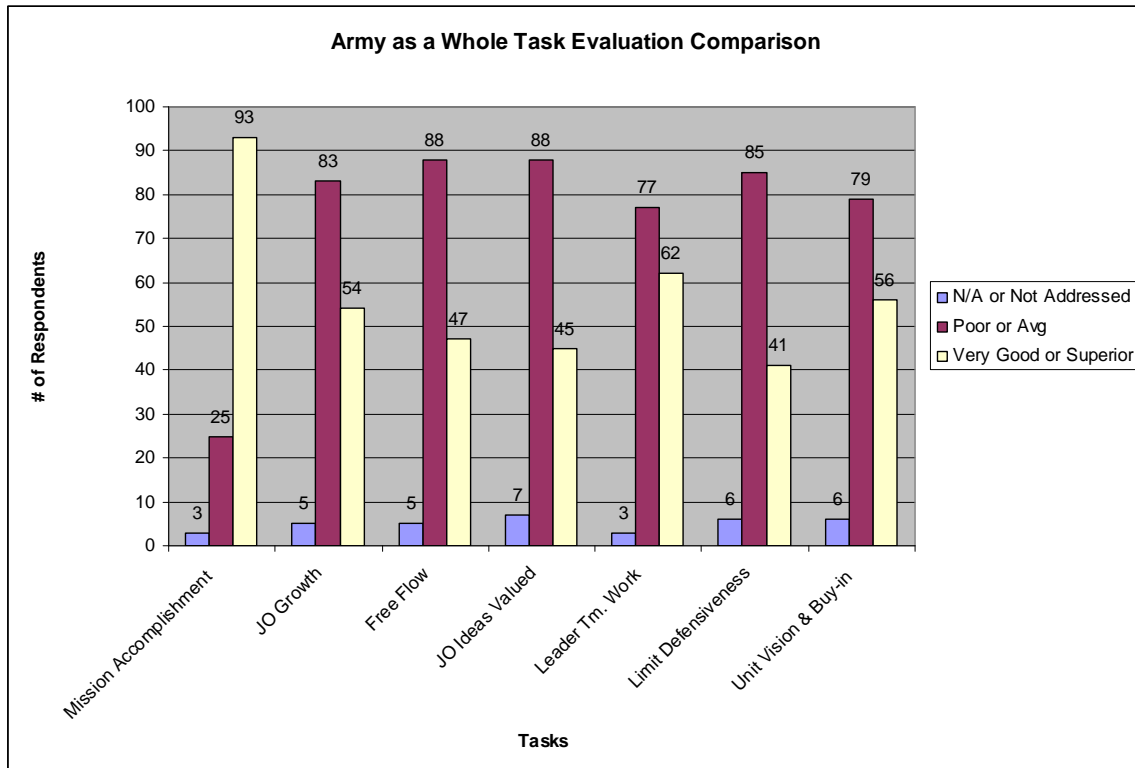
Assess 2d to Last Unit in the Following Tasks	Not Applicable to this Unit	Not Addressed in Unit	Accomplished poorly	Accomplished w/ average Results	Accomplished w/ very good Results	Accomplished w/ superior Results	Respondents
Mission Accomplishment	1 (.68%)	1 (.68%)	4 (2.72%)	31 (21.09%)	71 (48.3%)	39 (26.53%)	147
Foster Jr. Officer Individual Growth	2 (1.36%)	2 (1.36%)	25 (17.01%)	42 (28.57%)	60 (40.82%)	16 (10.88%)	147
Encourage free flow of ideas	1 (.68%)	2 (1.37%)	24 (16.44%)	49 (33.56%)	53 (36.3%)	17 (11.64%)	146
Jr. Officers Believe Their Ideas Valued	7 (4.79%)	0	26 (17.81%)	46 (31.51%)	48 (32.88%)	19 (13.01%)	146
Develop Leader Team Work	1 (.68%)	1 (.68%)	22 (14.97%)	41 (27.89%)	62 (42.18%)	20 (13.61%)	147
Limit Defensiveness in Subordinates	2 (1.37%)	4 (2.74%)	28 (19.18%)	58 (39.73%)	47 (32.19%)	7 (4.79%)	146
Develop Unit Vision and Receive Buy-in	1 (.68%)	5 (3.4%)	22 (14.97%)	50 (34.01%)	43 (29.25%)	26 (17.69%)	147



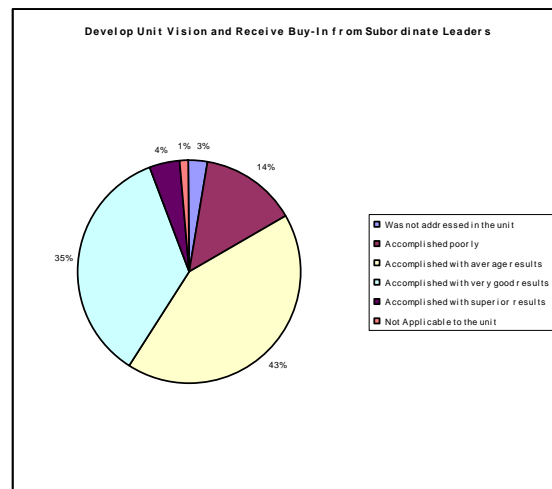
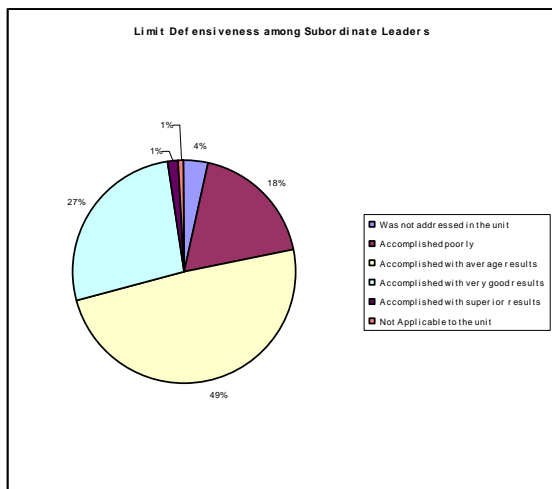
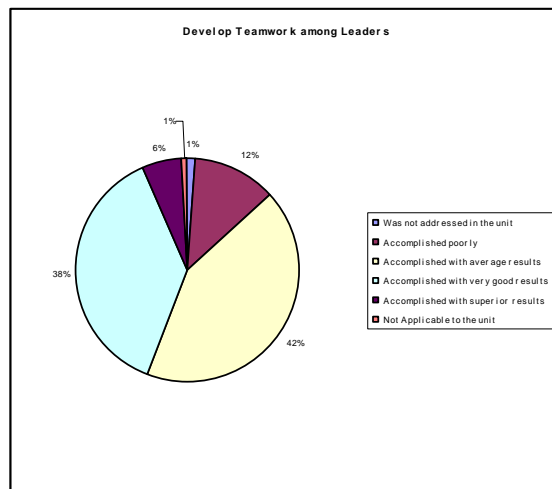
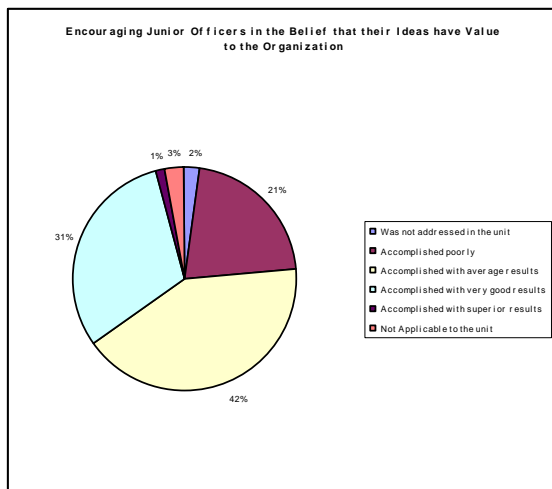
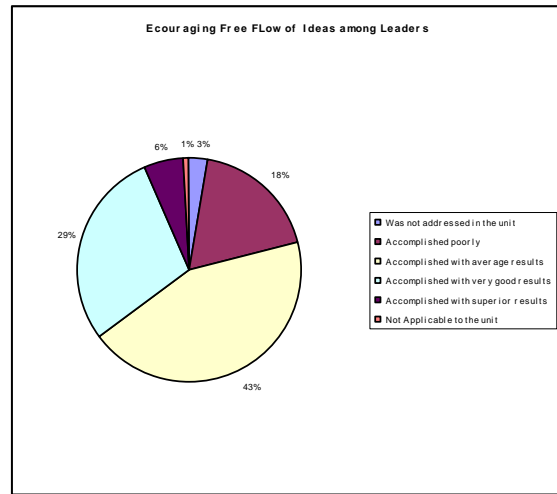
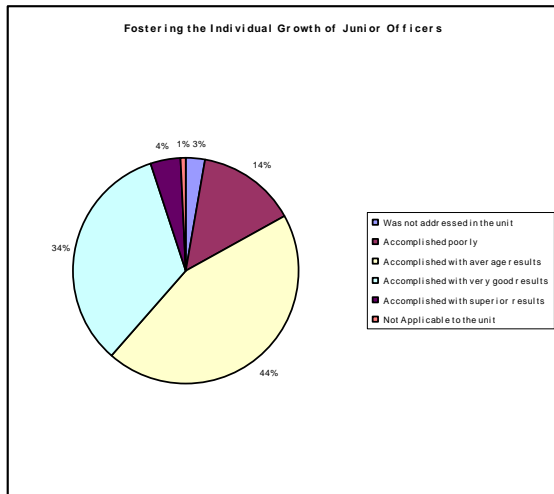


Question 3: Assess the Army's Brigade and battalion Commanders as a whole in the Following Areas

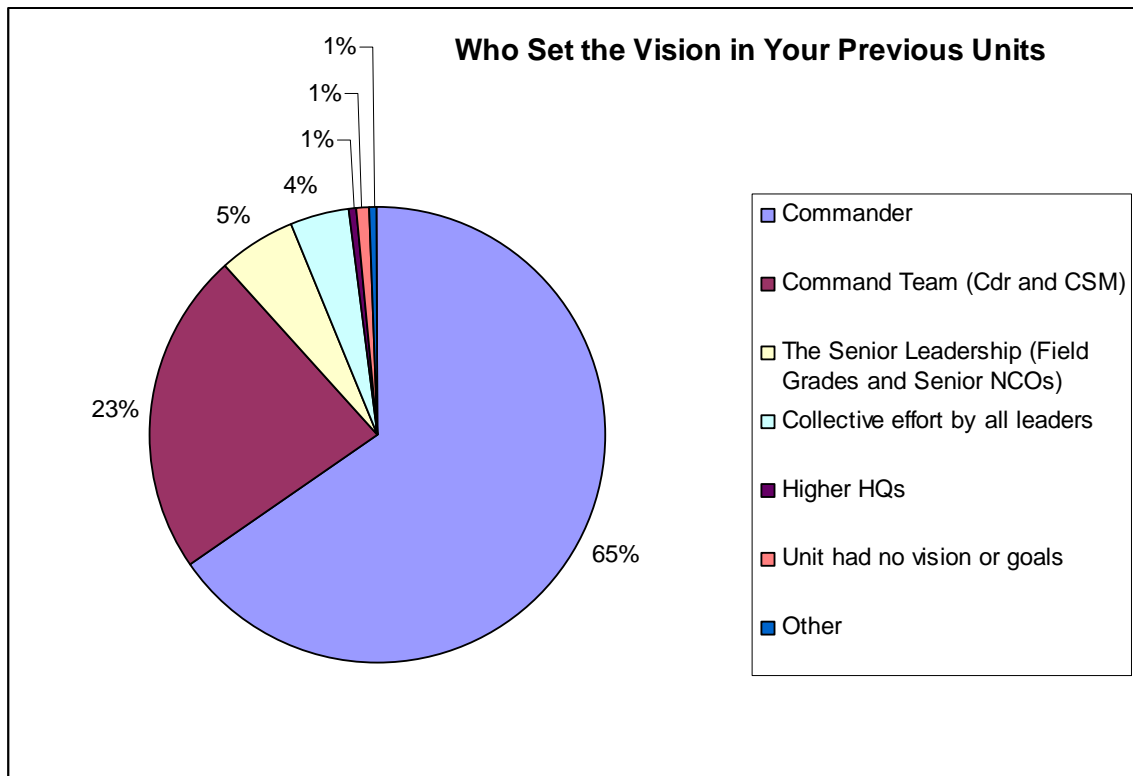
Assess 2d to Last Unit in the Following Tasks	Not Applicable to this Unit	Not Addressed in Unit	Accomplished poorly	Accomplished w/ average Results	Accomplished w/ very good Results	Accomplished w/ superior Results	Respondents
Mission Accomplishment	1 (.71%)	2 (1.42%)	1 (.71%)	24 (17.02%)	83 (58.87%)	30 (21.28%)	141
Foster Jr. Officer Individual Growth	1 (.7%)	4 (2.82%)	20 (14.08%)	63 (44.37%)	48 (33.8%)	6 (4.23%)	142
Encourage free flow of ideas	1 (.7%)	4 (2.82%)	26 (18.31%)	62 (43.66%)	41 (28.87%)	6 (5.63%)	142
Jr. Officers Believe Their Ideas Valued	4 (2.86%)	3 (2.14%)	30 (21.43%)	58 (41.43%)	43 (30.71%)	2 (1.43%)	140
Develop Leader Team Work	1 (.7%)	2 (1.41%)	17 (11.97%)	60 (42.25%)	54 (38.03%)	8 (5.63%)	142
Limit Defensiveness in Subordinates	1 (.7%)	5 (3.52%)	26 (18.31%)	69 (48.59%)	39 (27.46%)	2 (1.41%)	142
Develop Unit Vision and Receive Buy-in	2 (1.42%)	4 (2.84%)	20 (14.18%)	59 (41.84%)	50 (35.46%)	6 (4.26%)	141



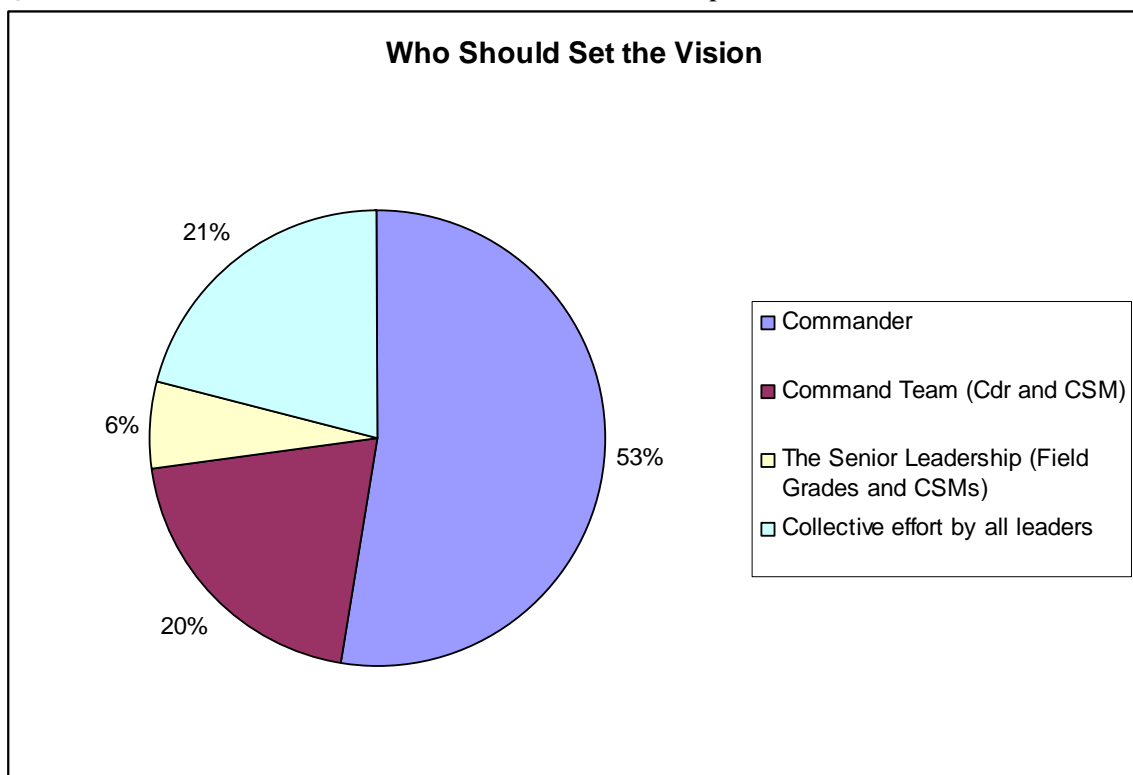
Respondents rate all categories, with the exception of “Mission Accomplishment”, as poor or average.



Question 4: Who Sets the Vision for Units in Which You Have Served – 147 Respondents



Question 5: Who Should Set the Vision for a Unit – 147 Respondents



APPENDIX 3 Survey Block Answers

Section 2: 'Other' Types of Officer Professional Development (14 Responses)

The description given is for the second to the last unit, due to the fact there were no OPDs given at my last unit.

Targeting
Current environment, such as globalization and insurgencies (in general)
Staff rides.
Specialty subjects such as medical etc
Financial issues (new home purchase, stock market, retirement options, etc.)
Current Events
N/A
Field trip to Boeing plant to see AH-64 Apache production line
COIN
Presentation on Terrorism from the FBI
Combined OPDs with Republic of Korea counterparts
Current combat observations and feedback (tactical, TTPs)
Aviation Related Issues

Section 2: 'Other' Presentation Methods (3 Responses)

N/A

Many of my OPDs were developed using a tactical vignette scenario (TDG) and then applied to current situations; all involved experienced leaders well learned in the subject at hand - Monty, I've been fortunate in my senior leaders and experiences.

Live Fire OPDs, conducted bi-monthly, were done by driving the Live Fire Area. At each firing point the scenario would be discussed, new team members asked questions, and team leaders and old members provided valuable experience based input and answers.

Section 3: 'Other' Military Professional Journals (29 Responses)

Army Aviation Association of America
Signal
Military Police Regimental Journal; Armed Forces Journal
Army Engineer Assn
Joint Forces Quarterly, Military Review, Parameters
Engineer
Army Magazine, Army Times
Chemical
Parameters
C4ISR (Command, Control, Communications, Computers, Intelligence, Surveillance and Reconnaissance) and MIPB (Military Intelligence Professional Bulletin)
Army Engineer Association
The Army Lawyer
Military Review
Military Review, Parameters
MIPB (Military Intelligence Professional Bulletin)
Army Magazine
AUSA (Association of the United States Army); American Legion

Marine Corps Gazette, since 1999, Military Review
 TRANSLOG (Journal of Military Transportation Management)
 Quad A (Army Aviation Association of America)
 Engineer Magazine and Army Engineer
 Military Review and Special warfare Center Journal
 Defense Transportation Journal and Army Times
 Parameters, Military Review, Joint Force Quarterly
 Army Times and Web Pages- Parameters
 Military Police Journal
 ROA (Reserve Officers Association)
 MIPB (Military Intelligence Professional Bulletin), AFJ (Armed Forces Journal, and JFQ
 (Joint Forces Quarterly)
 Army Aviation
 Army Times

Repeated Selections:

Military Review (6)
 Parameters (5)
 Army Times (4)
 Engineer (4)
 Army Aviation Association of America (3)
 Joint Forces Quarterly (3)
 Military Intelligence Professional Bulletin (3)
 Armed Forces Journal (2)
 Military Police Journal (2)

Section 3: 'Other' Non-Military Professional Development Subscriptions (24 Responses)

MHQ (Military History Quarterly)
 Rotary Wing, The Economist
 IT based publications from the Internet
 Foreign Affairs, Newsweek
 ASCE (American Society of Civil Engineers Magazine), ASEE (American Society for
 Engineering Education Prism)
 Strategy and Business
 Scientific American, the Economist
 CBNRE Journal (Chemical, Biological, Nuclear, Radiological, Explosive)
 Forbes
 Foreign Policy
 If you can call journals such as Foreign Affairs, The Economist, etc. civilian OPD
 journals then yes.
 Foreign Affairs
 Foreign Policy
 National geographic adventure
 Fitness journals
 Financial/economic journals
 The Economist, Foreign Affairs, Foreign Policy
 Money
 AUSU (Could Not Locate This Publication)
 Army Times
 Nat'l Military Intelligence Assoc.

Economist
STRATFOR (Strategic Forecasting)
Harvard Business Review

Repeated Selections:
The Economist (4)
Foreign Affairs (3)
Foreign Policy (3)

Section 3: 'Other' Types of Submission (6 Responses)

Doctrine notes on submitted Article.
Book Review
Response to several previous articles
None
None
Book Review

Section 3: Discussion Board Visited Most Often (27 Responses)

BCKS
Fires knowledge
XO/S3 net
XO/S3 Net
Command Net
S3/XO
BCKS COIN Forum
S3-XO Net
XO/S3 net
BCKS
XO-S3 Net
CompanyCommander.com
BCKS S3-XO
S3-xo net
Visitation to all / any is time dependant and soon to cease or slow.
Company Command; Platoon Leader
S2 Company
BCKS
BCKS
S3/XO net
Companycommand.com
INTELST
XO-S3 Net
Small Wars Journal
Small Wars Journal
SAMSNet
Co Command

Repeated Selections:
XO/S3 Net (10)
BCKS (Battle Command Knowledge System) (4)

BCKS Forums Include S3/XO Net, Companycommand.com, among others
Company Command (4)
Small Wars Journal (2)

Section 4: 'Additional Comments' (15 Responses)

I think the Army does a poor job at fostering a "team environment." We could learn so much from corporate America on maximizing team effectiveness.

Last unit was in JRTC OPSGROUP. I observed the learning dynamics of several brigades and FA battalions.

NSTR

RLT

In the SF community, we do a poor job of developing our Captains upon arrival at Group. Little to no OPDs. Non-fostering environment for any collective thought. Would love to see a commander that fostered the unit vision from those that make up the unit.

Many units claim to be a learning organization, however they fail to become learning organization for several reasons. First, commanders fail to develop, articulate and to get subordinate leader buy-in. Second, unit senior leadership does not consider subordinate or junior leaders opinions. Lastly, with current OPTEMPO, there is no time allocated for reflection.

MTOE units are excellent in conducting OPDs and professional development but TDA units really did not do this well.

My 2nd last unit was a reserve battalion. (I was in AC/RC). If you're just looking at active units, I would not use my evaluation of it (because the unit was terrible).

I read the professional journals when I'm sitting in an office and they are sitting on a coffee table (opportunity reading)

OPDs programs were typically successful in tactical units except when OPTEMPO gets crazy. The limitation is that they only cover limited topics during a limited period of time with no hands on application involved.

Co Cdrs / 1SGs must conduct OPD on a daily basis via hands on instruction or discussion with LTs and NCOs.

As a formal program, OPD is an event but as a leadership issue OPD is a mindset of developing subordinates every opportunity you get.

On the last page, for the Bde/Bn leaders assessment I marked average for all fields. In my experience, units are swayed heavily by commander's personalities and they are either very good at the categories or very poor - the commander makes it a collective effort or it's his way or the highway.

Monty -

Interesting survey; as stated in one and probably derived from my answers I have been quite fortunate in the leadership that I have followed and the subordinates I have led throughout my 12 years of service. Good luck - Cheers!

JMH

No,

APPENDIX 4 Professional Journal Database

Armor (1 of 2)

Cover Title	Editor	# of Articles	Multi-Author Articles	Author Ranks (Most Senior)									
				LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant
None	LTC Lee	8	0		4	2	1				1		
None	LTC Lee	10	1		4	1	1		2		1	1	
None	LTC Lee	9	2		1	3	2	1	1			1	
None	LTC Lee	10	4		8			1				1	
"The Strength of Armor"	LTC Lee	10	1		4	1	2		1	2			
None	LTC Lee	12	2		5	3	2			1	1		
None	LTC Lee	10	0		5	2	1				2		
None	LTC Lee	11	2		3	3	1		1		2	1	
None	LTC Lee	12	2		9		1				2		
None	LTC Lee	10	2		3	2	1		1		2	1	
The Mounted Warrior"	LTC Lee	14	3	3	6	2	1		1		1		
None	LTC Lee	10	1	1	4	4	1		1				
None	LTC Lee	7	0	1	2	3					1		
None	LTC Lee	10	1		3	3		1		1	2		
None	LTC Manning	10	1	1	5	1	2				1		
"Reconnaissance Then..."	LTC Manning	9	4		4	1			1	1	2		
None	LTC Manning	9	3		4	3			2				
"The Future Force: Agile and Versatile"	LTC Manning	8	2		4		2		1		1		
None	LTC Manning	8	2		3	1	1	1		1		1	
"The German Breakthrough at Sedan"	LTC Manning	10	1	5	2	3							
None	LTC Manning	10	1		6	2		1		1			
"Arming the Knight"	LTC Manning	11	2		4	2		2		1	1	1	
"The Combined Arms Convoy Concept"	LTC Manning	12	1		4	2		1			1	4	
"Dismounted Combat Tankers"	LTC Manning	10	4		4	3	1	1				1	
None	LTC Manning	8	1	1	4		1	1			1		
None	LTC Manning	8	1		6	2							
"The Stryker-Equipped Cavalry Squadron"	LTC Manning	9	3		7	1						1	
"The October War"	LTC Manning	10	2		5		2			1	1	1	
"The Battle of Kursk"	LTC Manning	8	0	1	4	1	1				1		
"Leveraging Technology"	LTC Manning	11	3		6	1	1			1	2		
"The 194th Tank Bn in the Philippines"	LTC Manning	7	1		2	4						1	
"Limited vs. Total war"	LTC Manning	12	4	1	4	5	1				1		
"Red Star - White Elephant?"	LTC Manning	11	2		3	4	1	1		1	1		
None	LTC Manning	11	0	1	2	3	2				3		
"Homeland Security"	MAJ Daigle	11	3		1		4			3	1	1	1
"Armor in Low-Intensity Conflicts"	MAJ Daigle	10	0	1	4	2	1	1				1	
Cover Title	Editor	# of Articles	Multi-Author Articles	Author Ranks (Most Senior)									
				LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant
None	MAJ Daigle	11	0	1	4	1				1	4		
None	MAJ Daigle	14	0	1	5		2				3	3	
Cavalry in Built-Up Areas	MAJ Daigle	10	2		5		1		1		1	2	
None	MAJ Daigle	11	2	1	3	4					2	1	
"Spearhead"	MAJ Daigle	11	4	1	2	3		1			2	2	
"Ambush!...June 24, 1954"	MAJ Daigle	9	1		4	2					1	2	
None	MAJ Daigle	14	0		2	4	1	3			3	1	
None	MAJ Daigle	13	1		5	3	1			1	2	1	
None	MAJ Daigle	13	0	1	4	4					2	2	
"Armor Turns to the City Fight"	MAJ Daigle	12	0	1	4	2				2	2	1	
None	MAJ Daigle	12	1	1	5	1	1	2			1	1	
None	MAJ Daigle	9	0	1	3	1				1	3		
"The New FM 100-5"	MAJ Daigle	9	1	1	3		1			1	3		
None	MAJ Daigle	17	1		10	2		1			1	3	
"Kosovo"	MAJ Daigle	16	0	1	2	2	2				5	4	
None	MAJ Daigle	15	2	1	4	2	3	1		1	3		
None	MAJ Daigle	10	3	2	1		1	1		3	2		
"Heavy Concept: An M1-based Eng. Veh.?"	LTC Blakely	13	5		3	1	1	1		1	6		
"Armor Report 1998" \$ Crunch	LTC Blakely	13	3		5	1	3	2			1	1	
None	LTC Blakely	15	4		3	4	3				4	1	
None	LTC Blakely	12	1		3		2			1	5	1	
"Active Protection Systems"	LTC Blakely	14	0	1	3		5			1	3	1	
"Focus on the NTC"	LTC Blakely	15	1	1	4	3	3	1			3		
"Points of Attack: Lessons from the Breach"	LTC Blakely	12	1	1	4	2	1				3	1	
		656	95	32	240	112	65	25	13	27	97	45	1
		10.93	14.48%	4.88%	36.59%	17.07%	9.91%	3.81%	1.98%	4.12%	14.79%	6.86%	0.15%
		362	43	19	107	60	40	15	1	17	71	31	1
		2003-2007	294	52	133	52	25	10	12	10	26	14	0
tarry) took over in 1973		656	95	32	240	112	65	25	13	27	97	45	1

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# of Letters	Letter Author Ranks										Other Content	Notes & Comments
	LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant		
0											German arts. on Mission Command & MDMP	
2							1	1			General Griffith Speech (Armor Conf)	
5			1				3	1				
5		1					2	1			Chaplain Letter (Rank Unknown)	
2			1				1	1				8 Reprint Articles (All but 1 Civ and 1 LTC)
2				1				1				One CPT Article a Reprint from 1966
3		1						2				
3			1				2				Article on Pre-unit LT Development	
5				1			4					Excellent "How To" Issue from CPT's perspective
3			1				1				LTG Ulmer's letter ref his article	
4							1	2	1			3 Lts from 2CR, 2 from same Troop, 2 from OCS
3							3				LTG Ulmer (Ret) on Leadership	LT with MA from Penn article
3								1			2 Responses to Reese	
2							2				Reprint of John Wayne Article on Cav	COL Reese on Doing Away w/ Armor
0												Lt Article by Silk (second time in mag)
6		1	1				3	1				Draper Award Suspension Announcement
6			2				3		1		Letter questioning both CGs (FA & IN)	Chicarelli article on Armor in Urban Terrain
3		1					2					
4	1						2		1			LT Letter (Rebuck) excellent on restructuring
6					1		2	1	1		Transformation discussion in letters	All Lts from same troop
4					1		1		2		4 response letters, 1 to COL Benson	COL Benson and SFC comments on Armor Badge
8	1	1	1		1		4				COL Benson Article	Case study issue*
6		1	1	1			2	1				
8		1	1				5				1 Anonymous Letter	Armor Badge Discussion
5			1				3		1		Armor Badge discussion	
5							4	1			All responses (Armor Badge, Tank MOUT, & Snipers)	Well-researched article on Badge - CPT
9		2					3	1	3			
3							1		2			
5		1						2	2			LT Article on Kosovo mission
7		2		1			1	2	1			
6		2					1	2	1			
7	1	3		1	1		1				LT Letter on 19Ks and MGS	SAMS Letter from COL Greer (comment on Lind)
16	1	3	2	2		1	3	3		1	Lind letter on SAMS (harsh)	LT Letter Comment on previous article
9		4		1				2	2		Clemens (Manag. Ed.) farewell - Hist.	All CPT Letters responses or retorts
12	2		2				3	2	3		2LT author response to letters	LT Letter on recon
7	1	1		1			2	2			2LT article on LIC (Cornell & Sobel)	Awesome Editor Commentary on Journals
# of Letters	Letter Author Ranks										Other Content	Notes & Comments
	LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant		
4	1	1						2			LT Response on Light CAV Article	1LT Article on CAV Mortars
7	1	1					4	1			2LT Article on MGS Platoons	New 2LT Letter Response to Retention Article
15			2	1			3	6	2		LTC Article on Junior Officers	
11		2	1				2	4	2		Armor Response to IN Article	LT Article about Kosovo
14		3	1	3			3	2	2		2LT Article on Armor Basic Course	Letters on Armor on Modern Battlefield
7			1				3	1	2		All responses about CAB	Infantry Article on Armor - MAJ
9		1		2	1		3	2			CAB Discussion Continues	E-mail ROE article "Modest Proposal"
6			1				3	1	1		Response letters (1 on Armored Car Money)	Review of Past Armor Mag Ideas (Funny)
11			3	1			3	3	1		All Responses	LT Article on NG Tankers
7		1		1			2	2	1		Mostly Responses (SPC on BCTs)	LT History Article on Donn Starry
9				1			2	4	2		SPC on BCT Concept	Great Editor's Intro
6	1	1			1		2	1			Defense of SAMS	2LT Article on Tank Competition at Knox
6							3	2	1		COL Martin (former Ed.) Comments	LT "Plea" to Co Cdrs on Mentorship
11		1	1	1	1		4	3			PL Tips by CPT	AV and Inf Letters in response
6		2			1		2	1			Why support Mag from Editor	1LT Article on Scout/COLT & BRT
6	1		1		2		3	1			LT Letter in response to ABN Cav Art.	1LT article on Russian Armor in Chechnya
8			1		2		2	3			Editor (Daigle) Welcome	2 x 1LT Articles (Weapons Sites & BRT Security)
10			2	1	2		3	1	1		Final issue for LTC Blakely	Aviation letter
8		3					3	1	1		Editor comments on training \$	Response letters
7				1		1	1	3			Civ letter "keep paper copy coming"	
12	1	2	1	2	2		1	2	1		Civ letter about "open exchange"	1 LT, 1LT(P) Letter
9	1	2	1	1			1	3			LT letter on CAV/Armor swaps	1LT article on Indian T-72s
8		2	1	2			2	1			LT article on Tank Gunner challenges	All response letters
8		3		1			1	1	2		6 of 8 response articles	LT Article on up-armored HMMWVs
383	13	52	32	26	14	2	122	82	40	1		
6.38	3.39%	13.58%	8.36%	6.79%	3.66%	0.52%	31.85%	21.41%	####	0.26%		
262	11	40	21	23	11	2	66	62	25	1		
121	2	12	11	3	3	0	56	20	15	0		
383	13	52	32	26	14	2	122	82	40	1		

Infantry (1 of 2)

#	Magazine	Publication Date		Cover Story Title	Editor	# of Articles	Multi-Author Articles	Author Ranks (Most Senior)										
		Year	Month					LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant	
1	Infantry	2007	Nov-Dec	"Military Transition Teams"	R. Eno	11	2		2	1	3			1	4			
2	Infantry	2007	Sep-Oct	"Counterinsurgency Operations"	R. Eno	14	3		4	4	2		1		3			
3	Infantry	2007	Jul-Aug	"Dismounted Operations"	R. Eno	11	2		2	4				1	2	2		
4	Infantry	2007	May-Jun	"Combat Conditioning: Army Strong"	R. Eno	9	2		4	3					2			
5	Infantry	2007	Mar-Apr	"A Century of Excellence"	R. Eno	9			5	1	1				1	1		
6	Infantry	2007	Jan-Feb	"Cultural Awareness"	R. Eno	12	2		3	4	1				3	1		
7	Infantry	2006	Nov-Dec	"Gunnery Training"	R. Eno	12	3			4	1			1	1	5		
8	Infantry	2006	Sep-Oct	"Mountain Operations"	R. Eno	9	3		1	4	1	1		1		1		
9	Infantry	2006	Jul-Aug	"Infantry in Battle"	R. Eno	8	1	1	2	2	1	1			1			
10	Infantry	2006	May-Jun	"Small Arms: Building on Success"	R. Eno	11	1		3	1	1				6			
11	Infantry	2006	Mar-Apr	"Conducting Tactical Movements"	R. Eno	11	2		5	3		1			1	1		
12	Infantry	2006	Jan-Feb	"Finding the Enemy"	R. Eno	11	1		6	2	1		1		1			
13	Infantry	2005	Nov-Dec	"Urban Ops"	R. Eno	10	1		3	3	1	1		1	1			
14	Infantry	2005	Sep-Oct	"Marksmanship and a Rifleman's Lethality"	R. Eno	10	2		3	1	2			1	1	2		
15	Infantry	2005	Jul-Aug	"Training the Force"	R. Eno	10	1	1	1		3	1			2	2		
16	Infantry	2005	May-Jun	Best Ranger 2005	R. Eno	12	1		5	4	2			1				
17	Infantry	2005	Mar-Apr	"Cultural Awareness and Combat Power"	R. Eno	9	0		3	2	2				2			
18	Infantry	2005	Jan-Feb	"Urban Counterinsurgency"	R. Eno	10	0	2	5	1	2							
19	Infantry	2004	Nov-Dec	None	R. Eno	11	4	1	2	2	2		1	1	2			
20	Infantry	2004	Sep-Oct	"Information Warfare"	R. Eno	8	1	1	2		1				4			
21	Infantry	2004	Jul-Aug	"Stryker Brigade Combat Teams"	R. Eno	12	0	2	2	3					4	1		
22	Infantry	2004	May-Jun	"Urban Operations"	R. Eno	8	1	1	2	1		1			2	1		
23	Infantry	2004	Mar-Apr	"Marksmanship"	R. Eno	12	0	2	3	1	1				2	3		
24	Infantry	2004	Jan-Feb	"Mortars"	R. Eno	12	4		6	3	1	1				1		
25	Infantry	2003	Winter	"Our Infantry at War"	R. Eno	12	2	2	2	1	1	3	1	1	1			
26	Infantry	2003	Fall	None	R. Eno	12	1		4	2	2				4			
27	Infantry	2002	Summer	None	R. Eno	13	3	1	4	3	1				1	2		
28	Infantry	2002	Spring	None	R. Eno	17	3	2	4	4	1	2			3	1		
No Issues in 2001																		
#	Magazine	Publication Date		Cover Title	Editor	# of Articles	Multi-Author Articles	Author Ranks (Most Senior)										
		Year	Month					LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant	
29	Infantry	2000	Sep-Dec	None	R. Eno	15	1	3	4	1	2	1			2	2		
30	Infantry	2000	May-Aug	None	R. Eno	14	3		7	1	1			1	3	1		
31	Infantry	2000	Jan-Apr	None	R. Eno	10	1		4	1	2	1		1	1	1		
32	Infantry	1999	Sep-Dec	None	R. Eno	12	0	1	3	1	1			2	3	1		
33	Infantry	1999	May-Aug	None	R. Eno	14	1	3	5	2	2				2			
34	Infantry	1999	Jan-Apr	None	R. Eno	12	3		4	2					4	2		
35	Infantry	1998	Sep-Dec	None	R. Eno	12	1	1	3	5	2				1			
36	Infantry	1998	May-Aug	None	R. Eno	10	4	2	3		1	2		1	1			
37	Infantry	1998	Jan-Apr	None	R. Eno	13	4		5	3	2		1	1	1			
Totals																		
37						418	64	26	126	80	47	16	5	15	71	31	0	
							15.31%	6.22%	30.14%	19.14%	11.24%	3.83%	1.20%	3.59%	16.99%	7.42%	0.00%	
				1998-2002		142	24	13	46	23	15	6	1	6	21	10	0	
				2003-2007		276	40	13	80	57	32	10	4	9	50	21	0	
						418	64	26	126	80	47	16	5	15	71	31	0	

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# of Letters	Letter Author Ranks										Other Content	Notes & Comments
	1LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant		
0											Reprint of T.E. Lawrence's 27 Articles	
0												
0												
0												
0												
0											History of Infantry School	
0											Arab-American NCO Article	
0												All NCO Articles on Gunnery
0												Another Aboul-Enein Article (7 now)
0											LT Article- Guard Officer on Hurricane Spt	Chaplain Article (Bloomstrom)
0											2 Articles from Editor	Another LCDR Aboul-Enein Article (5 so far)
0												
0												
1							1					
1									1		IED COC Training Article (1st Army)	LT Article - Malaya History (MA & JD, NG)
0												
2							2					
1		1									Great Letter (Made Copy)	CPT Field (Res.) Article on Leadership
1		1									Response article on adaptive leadership	2 LT Articles (One on IED, One on Prisoners)
0											1LT Article on Being a Rifle PL	LT article on Force XXI and junior leaders
1					1						Mortar letter by FA COL	
1									1		NCO Letter on Snipers (Not Resp)	2 SBCT LT Articles (Raid and Leadership)
0											2LT article from res. Asst. with Mstrs.	LT Feature on QRF v. Insurgents
1							1				Grau Letter on Hands-free sling	2LT article on rifle tng from NG PL
0											2 x 2LT articles, same author	Another Aboul-Enein Article
1		1									CPT Letter on JANUS	2LT a research ast. For Mag (OCS w/ Masters)
4		1					1	1	1		Letters all responses	Tactical Problem and Solution (Gau)
4						1	1	2			3 Response Letters	LT Article on Cadre Plt Concept
												2 LT/NCO Co-author Articles
# of Letters	Letter Author Ranks										Other Content	Notes & Comments
	LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant		
4				1	1				2		All Letters responses	3 LT Tactics Articles
3							1		2		No response letters	
2									2		Response and Author's Rebutt	
0											LT Article on Mech PLT TTPs	
0											LT Articles (Rifle PL thoughts, Mtr Defense & Mk19)	
2	1	1									1 Letter on NG concern, 1 on MOUT	2 Articles about PLs by CPTs
1							1				Response to MG Ernst on BFV	LT article on Integrating new Soldiers to Company
3				1			1	1			All letters responses	LT Articles - PL at CMTC & Hvy Wprns PL
4									4		3 response letters, 1 on Rgr sidearms	LTG Kernan article on training
37	1	5	0	2	2	1	9	14	3	0		
	2.70%	13.51%	0.00%	5.41%	5.41%	2.70%	24.32%	37.84%	8.11%	0.00%		
27	1	2	0	2	1	1	5	14	1	0		
10	0	3	0	0	1	0	4	0	2	0		
37	1	5	0	2	2	1	9	14	3	0		

Field Artillery Journal (1 of 2)

#	Magazine	Publication Date		Cover Story Title	Editor	# of Articles	Multi-Author Articles	Author Ranks (Most Senior)										
		Year	Month					LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant	
1	Fires	2007	Sep-Dec	"2007 Red Book"	Hillis(acting)	11	3		2	3	1	1	2			2		
2	Fires	2007	Jul-Aug	None	P. Hollis	13	1		1	4	4	1		3				
3	Fires	2007	May-Jun	"The Beginning...2007"	P. Hollis	11	2		1	3	2	2	1	1	1			
4	FA	2007	Mar-Apr	"1911-2007: The End of an Era"	P. Hollis	10	3		1	2	2	1	1		2		1	
5	FA	2007	Jan-Feb	"Army Strong"	P. Hollis	8	4		3	1	3		1					
NA	FA	2006	Nov-Dec	<i>Issue Unavailable</i>														
6	FA	2006	Sep-Oct	"1-87 IN Split-Focused FEC"	P. Hollis	13	6		3	1	4	1		2	2			
7	FA	2006	Jul-Aug	"3rd ID in Iraq"	P. Hollis	9	5		1	2	5				1			
8	FA	2006	May-Jun	"MOUT"	P. Hollis	9	3		1	4	1	2		1				
9	FA	2006	Mar-Apr	"Urban Ops in a New Kind of War"	P. Hollis	10	4		2	2	2		1	1		2		
10	FA	2006	Jan-Feb	"Merging the ADA & FA Branches: Is it Time?"	P. Hollis	9	3	1		1	2	3			1	1		
11	FA	2005	Nov-Dec	"King of Battle"	P. Hollis	9	2		1	1	5	1	1					
12	FA	2005	Sep-Oct	"1st CAV in OIF II"	P. Hollis	9	4	1	1	2	1	3		1				
13	FA	2005	Jul-Aug	"Task Force Danger in OIF II"	P. Hollis	10	3		2	1	3	2			1	1		
14	FA	2005	May-Jun	"Fires & Effects in the MNC-I"	P. Hollis	8	4			1	1	3	1			2		
15	FA	2005	Mar-Apr	"The Fight for Fallujah"	P. Hollis	11	4		3	1	2	3		1		1		
16	FA	2005	Jan-Feb	"1st AD Effects in Iraq"	P. Hollis	9	4		2	2	1	2		1	1			
17	FA	2004	Nov-Dec	"GWOT and the Future of FA"	P. Hollis	5	3			2		1	1	1				
18	FA	2004	Sep-Oct	"Joint Close Air Support"	P. Hollis	11	4	1	3	3	1	1				1	1	
19	FA	2004	Jul-Aug	"Training Relevant and Ready Warriors"	P. Hollis	9	4		2	1	3	2					1	
20	FA	2004	Mar-Jun	"Flagship Sill"	P. Hollis	12	7			3	6	2					1	
NA	FA	2004	Mar-Apr	<i>N/A Mar-Jun Double Issue above</i>														
21	FA	2004	Jan-Feb	"More OIF and OEF"	P. Hollis	9	4	1	3	2	1	1	1					
22	FA	2003	Nov-Dec	"Fires and Effects in Worldwide Environments"	P. Hollis	9	3		3	1	4		1					
23	FA	2003	Sep-Oct	"Operation Iraqi Freedom"	P. Hollis	10	3		2	1	4	2			1			
24	FA	2003	Jul-Aug	"Anniversary of the Korean Conflict"	P. Hollis	8	4		4		1	1	1	1				
25	FA	2003	May-Jun	"Joint Fires and Effects"	P. Hollis	8	3		1	1	4	1	1					
26	FA	2003	Mar-Apr	"Lethal and Non-Lethal Fires and Effects"	P. Hollis	12	7		1	2	5	1			2	1		
27	FA	2003	Jan-Feb	"Fires TTP for the COE"	P. Hollis	9	1	1		3	1	1	1	1			1	
28	FA	2002	Nov-Dec	"Red Book 2002"	P. Hollis	5	0				3		1	1				
29	FA	2002	Sep-Oct	"Close Support: FS in Afghanistan"	P. Hollis	10	3		1	1	5		1		1	1		
30	FA	2002	May-Aug	"The FA NCO"	P. Hollis	14	3		1	1	1	1	1	1	1	7		
NA	FA	2002	May-Jun	<i>N/A May-Aug Double Issue above</i>														
31	FA	2002	Mar-Apr	"Science and Technology for the FA"	P. Hollis	10	3			3	1	3		3				
32	FA	2002	Jan-Feb	"Training XXI"	P. Hollis	14	1			3	4	2		1		4		
33	FA	2001	Nov-Dec	"Freedom Isn't Free"	P. Hollis	9	1	1	1	1	2	1	2	1				
34	FA	2001	Sep-Oct	"FA and Fire Support Doctrine"	P. Hollis	9	4		1	2	3	1	1				1	
35	FA	2001	Jul-Aug	"Bring Up the Guns"	P. Hollis	8	2		2	2	2		1	1				
36	FA	2001	May-Jun	"Targeting: Lethal and Nonlethal"	P. Hollis	11	5		1	3	1		1	2			3	
37	FA	2001	Mar-Apr	"Supporting the Maneuver Commander"	P. Hollis	9	6				6	1	1			1		
38	FA	2001	Jan-Feb	"The Field Artillery Battery"	P. Hollis	10	5		3	3	1	1		1	1	1	1	
39	FA	2000	Nov-Dec	"The Red Book 2000"	P. Hollis	4	1				1	1	1	1				
40	FA	2000	Sep-Oct	"Developing Adaptive Leaders"	P. Hollis	10	1		1	3	3	1			1		1	
41	FA	2000	Jul-Aug	"Artillery in History"	P. Hollis	10	4		2	3	2				1	2		
42	FA	2000	May-Jun	"Fire Support for the Combined Arms CDR"	P. Hollis	11	5			5	3		1	1		1		
43	FA	2000	Mar-Apr	"Training the FA Way"	P. Hollis	12	5		1	4	4	1		1		1		
44	FA	2000	Jan-Feb	"World Fires"	P. Hollis	11	7		3	2	4	1		1				

#	Magazine	Publication Date		Cover Title	Editor	# of Articles	Multi-Author Articles	Author Ranks (Most Senior)										
		Year	Month					LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant	
45	FA	1999	Nov-Dec	"The Red Book 1999"	P. Hollis	4	1			4								
46	FA	1999	Sep-Oct	34	P. Hollis	11	3		1	2	2	3	2			1		
47	FA	1999	Jul-Aug	"Into the Ia Drang"	P. Hollis	7	0		1	5		1						
48	FA	1999	May-Jun	"Leadership"	P. Hollis	14	3		3	3	2	2	2			1	1	
49	FA	1999	Mar-Apr	"Initial Entry Training"	P. Hollis	13	4		3	1	5	2	1			1		
50	FA	1999	Jan-Feb	"Lightfighter Fires"	P. Hollis	11	6		2	5	2	2						
51	FA	1998	Nov-Dec	"The Red Book"	P. Hollis	2	1			1			1					
52	FA	1998	Sep-Oct	"The Close Fight"	P. Hollis	12	4		3	3	2	3				1		
53	FA	1998	Jul-Aug	"Faces of History"	P. Hollis	8	2		2	2	1	1	1	1				
54	FA	1998	May-Jun	"21st Century Fire Support"	P. Hollis	10	2		1	1	2	3	3					
55	FA	1998	Mar-Apr	"Joint and Combined Operations"	P. Hollis	12	1		3	2	2	2	2	1				
56	FA	1998	Jan-Feb	"Fire and Counterfire"	P. Hollis	14	5	1	6	3	2					2		

Totals						546	186	7	85	118	134	71	37	30	17	35	12
						9.75	34.07%	1.28%	15.57%	21.61%	24.54%	13.00%	6.78%	5.49%	3.11%	6.41%	2.20%
1998-2002						285	88	2	42	68	65	33	23	16	5	24	7
2003-2007						261	98	5	43	50	69	38	14	14	12	11	5
						546	186	7	85	118	134	71	37	30	17	35	12

Field Artillery Journal (2 of 2)

# of Letters	Letter Author Ranks										Other Content	Notes & Comments
	1LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant		
0											NCO article on COLT	Unit article on Iraq (not good)
0											FA Platoon Ops in Iraq - CPT	
0											Intro from FA & ADA CGs	COIN instruction at Sill - MAJ
1									1		History of FA Journal	Editor's Bully Pulpit
1			1								Reprint MG Ott Article (1976)	GMLRS Letter
0											COL Baker on FA Cmding BCTs	FA CPT on Leadership
0											MG Caldwell Interview (82 CG)	FA SAMS Monograph excerpt
2							2				Letters comment on Branch Merge Article	
0											Irrig on BN Reset	Reprint MG Ott Article (1968)
4				1	2		1				COL McDonald - Merge asks for letters	1 Letter responds to COL Mac
2						1			1		MG Caldwell e-mail on hurricane spt	SF Medic e-mail
0											MG Chiarelli (Int)	
0											MG Batiste (Int), BG Formica (Int)	SFC Castillo
0											BG Formica (Int)	SFC Castillo (x2)
1				1								COL Cheek (Arty as Man)
0											MG Dempsey (Int)	
0											Reprint of MG Drummond on Lts (1984)	"Soldier Integration in Iraq"
2			1		1						AFATDS response letter	1LT on SOSO
0											Battlefield Decisions by LTC	
0											1LT BFIST Article	
0												
0											3ID DIVARTY History - Rooker	
0											Wass de Czege on Fires	3 History Submissions (all CPTs)
4		1			1		1		1		SGT Letter about AFATDS(operator)	
1						1					Wass de Czege on CAS debate	
3		1					2				CAS Debate (Hagenback Interview)	Cheek article on "Joe"
0											Hamilton Piece Reprint (1929)	
0											Heavy NCO because of subject	PSG and PL Article
0											4 AC Officer Articles	
5			1				2		1	1	World Trade Center Article (Fishkill)	1 Letter USMA app request
4	1		1				1		1		COL Saul Mentorship Article	1 Letter response to Chief farewell
0											1LT letter on NG AFATDS fielding	
1									1		BC Observations Reprint (1946 CPT)	
0											GEN Franks (Int)	CSM Letter
4		1		1			1		1		Lackey & Case	
0											All Letters Responses (Good)	Great Philosophy Response
0											Marine Arty Reprint (1952)	
1						1					Adaptive Leader Article	1LT Article
2		1		1							Formica Letter	
4		1	1	2							Both letters were responses	
5			1		1		2	1			3 Response Letters	Training Articles from all CTCs
											3 Responses to "Walking Away" Article	AFATDS Update letter

# of Letters	Letter Author Ranks										Other Content	Notes & Comments
	LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant		
0											Unit 1 page Divarty & Carty reports	FA MAJ's SAMS research on F XXI
0											MG Ernst "Close Fight" Question	
2							1	1			Reprint of spouse final FRG letter	
0											GEN Reimer on Leadership	Horner - Leadership regardless of gender
0											CPT Article on OBC	
0											JRTC Hero Article	FA METL & Bde TF link-up
2				2							Raymond Strike Force Article	LTC Response to CPT Article
0											LTC Digital Outbrief	
1					1						Mil History Chief Interview	
0											Response to SCUD Article	Protect SF in Deep Art. - CPT
2						1				1	Foreign FA CGs Comments	2 Responses to NCO articles
											2LT Article on SCUD	

54	1	5	6	8	7	3	13	2	7	2
0.96429	1.85%	9.26%	11.11%	14.81%	12.96%	5.56%	24.07%	3.70%	12.96%	3.70%
33	1	3	4	6	3	1	7	2	4	2
21	0	2	2	2	4	2	6	0	3	0
54	1	5	6	8	7	3	13	2	7	2

Army Logistician (1 of 2)

#	Magazine	Publication Date		Cover Title	Editor	# of Articles	Multi-Author Articles	Author Ranks (Most Senior)									
		Year	Month					LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant
1	Log	2007	Nov-Dec	"Special Forces Logistics in Afghanistan"	R. Paulus	17	5	3	2	2	1	3	1	2	3		
2	Log	2007	Sep-Oct	"Support the Action" 15th Sust. Bde	R. Paulus	21	4	2	5	8	1	2		1		2	
3	Log	2007	Jul-Aug	"Introducing Logistics Branch"	R. Paulus	14	3		2	2	1		1	4	1	2	1
4	Log	2007	May-Jun	"Logistics Task Force 548 in Iraq"	R. Paulus	15	4	7	2	2	2		1			1	
5	Log	2007	Mar-Apr	"Distribution-Based Logistics in Iraq"	R. Paulus	11	1		3	4		1		1	2		
6	Log	2007	Jan-Feb	"Logistics in the Deep Future"	R. Paulus	14	5			4	3	1	1		4		1
7	Log	2006	Nov-Dec	"Lean Six Sigma in Depots"	R. Paulus	12	4			1	1	1		3	6		
8	Log	2006	Sep-Oct	"Katrina and the 13th COSCOM"	R. Paulus (acting)	14	3		4	6	1				3		
9	Log	2006	Jul-Aug	"The J-4 on Joint Logistics"	R. Paulus (acting)	12	3			3	2		1	1	5		
10	Log	2006	May-Jun	"Brigade Support to Battalions in Iraq"	J. Heretick	15	4		3	1		5		2	1	2	1
11	Log	2006	Mar-Apr	"1st COSCOM in Iraq"	J. Heretick	15	2		3	3		2	2	2	2		1
12	Log	2006	Jan-Feb	"Army Reset"	R. Paulus (acting)	13	4	1		2	1		1	2	4		2
13	Log	2005	Nov-Dec	"Special Operations Forces Logistics"	R. Paulus (acting)	13	2	1	1	4		1			4	1	1
14	Log	2005	Sep-Oct	"New Wave Materials for the Logistics Future"	J. Heretick	13	3		2	3	2	1			4		1
15	Log	2005	Jul-Aug	"Contractor Logistics Support"	J. Heretick	11	4		4	1	1	1		1	2		1
16	Log	2005	May-Jun	"Global Networking"	J. Heretick	12	3			1	2	2			6		1
17	Log	2005	Mar-Apr	"Life-Cycle Management"	J. Heretick	10	2	1	1	2	1			2	3		
18	Log	2005	Jan-Feb	"Supporting the First Stryker Brigade in Iraq"	J. Heretick	14	2		3	2	1	3			2	1	
19	Log	2004	Nov-Dec	"FA 90 Update"	J. Heretick	13	4		3	3	1	1		3		2	
20	Log	2004	Sep-Oct	"Logistics for a Campaign-Quality Army"	J. Heretick	11	4	1		3	1	1	2	1	2		
21	Log	2004	Jul-Aug	"Iraqi Freedom Lessons Learned"	J. Heretick	14	6	1	1	4	3	2			3		
22	Log	2004	May-Jun	"Medical Logistics"	J. Heretick	14	3	1	4	1	1		1	1	4	1	
23	Log	2004	Mar-Apr	"Iraqi Freedom - One Year Later"	J. Heretick	13	2	1	1	1	4	1		1	4		
24	Log	2004	Jan-Feb	"Connecting Logisticians"	J. Heretick	15	1	1	1	3	3	2			4		1
25	Log	2003	Nov-Dec	"Focused Logistics"	J. Heretick	15	4		1	3	2	2			1	5	1
26	Log	2003	Sep-Oct	"Getting to the Fight"	J. Heretick	14	2		2	2	2		1	2	2	1	2
27	Log	2003	Jul-Aug	"Logistics Goes to War"	J. Heretick	19	9			2		2	1	1	11	1	1
28	Log	2003	May-Jun	"Strategic Mobility Triad"	J. Heretick	12	0		3	2	2	1			4		
29	Log	2003	Mar-Apr	"Stryker Transportability"	J. Heretick	13	3		1	3	1	2	1		5		
30	Log	2003	Jan-Feb	"Afghan Supply Pipeline"	J. Heretick	11	1			4	1	1	1	1	2	1	

#	Magazine	Publication Date		Cover Title	Editor	# of Articles	Multi-Author Articles	Author Ranks (Most Senior)									
		Year	Month					LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant
31	Log	2002	Nov-Dec	"Arctic Logistics"	J. Heretick	13	4		3	1	3			2	4		
32	Log	2002	Sep-Oct	"Supply Chain Management"	J. Heretick	17	3		1	6	3	3	2		2		
33	Log	2002	Jul-Aug	"Explosive Ordnance Disposal"	J. Heretick	15	4	1	1	4		2			7		
34	Log	2002	May-Jun	"Supporting Enduring Freedom"	J. Heretick	13	4		2	3	1	1			4	1	1
35	Log	2002	Mar-Apr	"Coalition Logistics"	J. Heretick	10	3		1	3	2	1		1	1	1	
36	Log	2002	Jan-Feb	"Munitions Logistics"	J. Heretick	13	3			2	5				6		
37	Log	2001	Nov-Dec	"Early Entry Operations"	J. Heretick	13	3		2	1	5		1		2		2
38	Log	2001	Sep-Oct	"None"	J. Heretick	12	2		2	2	1	1			4	1	1
39	Log	2001	Jul-Aug	"Homeland Security"	J. Heretick	13	4		2	1	2				8		
40	Log	2001	May-Jun	"Supporting the NTC"	J. Heretick	17	5		3	4	1			1	7		1
41	Log	2001	Mar-Apr	"Transformation Moves Forward"	J. Heretick	17	8	1	2	2	2	1			9		
42	Log	2001	Jan-Feb	"Total Asset Visibility"	J. Heretick	13	5		3	5	1				3		1
43	Log	2000	Nov-Dec	"From Factory to Foxhole"	J. Heretick	13	5		2	2		4	2		2		1
44	Log	2000	Sep-Oct	"Medical Logistics"	J. Heretick	18	4		5	6		2		1	4		
45	Log	2000	Jul-Aug	"Joint, Combined, and Contractor Spt in E. Timor"	J. Heretick	19	3		2	4	3	2	1		7		
46	Log	2000	May-Jun	"Strategic Mobility"	J. Heretick	15	2	1	2	4	3	1			4		
47	Log	2000	Mar-Apr	"Readiness and Reliability"	J. Heretick	14	4		1	2	1	1		2	6		1
48	Log	2000	Jan-Feb	"Deploying in Kosovo"	J. Heretick	14	3	1	2	3	1	1			6		
49	Log	1999	Nov-Dec	"War on Excess"	J. Heretick	14	5		3	3	3	2			3		
50	Log	1999	Sep-Oct	"Testing Force XXI CSS Concepts"	J. Heretick	13	3			6	1	2			2	1	1
51	Log	1999	Jul-Aug	"Fueling the Force"	J. Heretick	15	6		2	2	5		1		5		
52	Log	1999	May-Jun	"Joint and Combined Support"	J. Heretick	13	1		2	2	1		1		7		
53	Log	1999	Mar-Apr	"Peacetime Deployment"	J. Heretick	16	3		3	3	2				8		
54	Log	1999	Jan-Feb	"The Revolution in Military Logistics"	J. Heretick	42	17		1		5	6	4		24	1	1
55	Log	1998	Nov-Dec	"Contractors on the Battlefield"	J. Heretick	15	2		3	7		1			3		1
56	Log	1998	Sep-Oct	"Information Agr Technology"	J. Heretick	14	2	1	4	1	1				6	1	
57	Log	1998	Jul-Aug	"Deployment Support"	J. Heretick	14	1	1	6		1				5	1	
58	Log	1998	May-Jun	"Logistics Improvisation"	J. Heretick	13	2		2	4	2			1	3		1
59	Log	1998	Mar-Apr	"Preserving Transportation Infrastructures"	J. Heretick	11	3			4	2				4		1
60	Log	1998	Jan-Feb	"Power Projection Logistics"	J. Heretick (acting)	11	1		2	4		2			2		1

Totals						860	212	26	116	173	98	71	27	42	256	22	29
60						14.33333	24.65%	3.02%	13.49%	20.12%	11.40%	8.26%	3.14%	4.88%	29.77%	2.56%	3.37%
1998-2002						450	115	6	64	91	57	33	12	8	158	7	14
Notes						410	97	20	52	82	41	38	15	34	98	15	15
First Issue 1969						860	212	26	116	173	98	71	27	42	256	22	29

Army Logistician (1 of 2)

# of Letters	Letter Author Ranks										Other Content	Notes & Comments
	1LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant		
0											Interview with MG Stevenson	Cover Article by 1LT
0												Most Articles (1 Lt) from 15th Sust.
0											All LT Articles from TF 548	CPT Intro article to 548 section
0											CGSC Instructor Article (Ret. COL PhD)	
0											Article on "Innovation in Iraq"	
0											"Battle-Ready Civilians"	
0											Property Management for CO CDRs	
0											Keys to successful LOG Patrols	
4								3	1		Letter Commenting on LOGNet	Praise letter on Mag content
2						1		1			CASCOM Cdr (MG Stevenson) welcome letter	
0											1LT Motschenbacher on Convoy Sec. Escort	
1		1									E5 article on deployment PMCS	LT Article on "Blood Ops in Iraq"
0											8 Step process to improve Log	
0											4th in Series on each service's Log (Army)	
0											"Slaying the Manpower Dragon"	
1							1				1LT Article on Trans in Afghanistan	Brit Maj on Port Ops
1				1							Letter Ref. BRAC	NCO Poem "The Driving Force"
1											MG Dunwoody letter	Strategy of Exhaustion Article (CGSC MMAS)
1								1			Civ Response on Fuel	1LT Article on Med Log in Afghanistan
1								1			Civ Response on TRICONS	1LT article on Trans Companies
1			1								Letter Response to SBCT article	LT Article on Water, CDT (civ) article on G4 intern
1								1			Civ Response on Fuel	LT Article on Triple Containers
2								1		1	CW4 on Maint, Civ on Fuel	LT article on SF CL VIII
3					1		1			1	2 response, 1 Comment on MOS short	COC Inventory Article by MAJ
1		1									CPT Letter Response to Grant Log Art.	
0											"Logistocrat" Article	Asymmetric Sustainment Article
1							1				Response Letter to Nov 02 Art.	
3				1		1		1			Response Letter on OPD	Army G4 Letter on DS+
1						1					Welcome Letter MJ Juskowiak	

# of Letters	Letter Author Ranks										Other Content	Notes & Comments
	LT	CPT	MAJ	LTC	COL	GEN	Ret	CIV	NCO	Warrant		
1								1			Response on Coalition Log	
0											Special Operation Log Art.	
0											2LT Art. On Wheeled Veh. Course	Commentary on CCIR Articles in Jan 02
2			1						1		2 Response Letters	"Rat Patrol" Article
0											Word Search in Mag.	
0											2 x CCIR Articles (1 AR, 1 LOG)	
4								3	1		SPC Letter Response to MTOE art.	2 x WO Articles on Maint and Mechanics
0											FSC article by LTC	
5								3	2		1 Civ Art. By USMA Cdt (Asym Thrt Log)	All letters responses "I Don't Know" Art. Mar 01
1								1			Response to Civs in Uniform	Article explaining branch detail
4								4			All response letters (1 no name)	1LT Article on Mobile F&E Shop
8								7	1		Responses mostly comments (1 no name)	
0											Staff Ride to Gettysburg Article	Ret. MSG "Things I Don't Understand" Commentary
3								3			"Conflicting View points/same issue" comment	CSS and Combat Arms Commentary - Good
0											Commentary Section meant to spur disc.	
2			1					1			"Log Warrior Award" Letter	1LT "Force XXI in Action" Article
0											"Ultrareliability" Commentary	
1											Letter from LTG Solomon	Reader Survey Results
4							1	1	1	1	All response letters	2 foreign officer arguments
1											MG Sullivan letter	Reader Survey
3			1					1		1	All response letters	Additional comments on "Multicapable mechanic"
6		4						2			4 responses, 2 on ammo mgmt	Additional commentary on "Support v. Sustain"
8		1		1				2	3	1	All response letters	
1						1					Letter from GEN Reimer	30th Anniversary Issue - History of Mag
2								2			1 response to a response	Letter about the word "support"
3					1			2			3 response articles	LT article on Ground Assault Convoys
2								2			1 response, 1 on batteries	LT Article on HET loading
3			2					1			All letters are responses	Team building in the workplace article
0												
8						1		6			6 Response Letters, 1 from MG Brown	Commentary on Warrant Officer Corps

97	0	7	6	3	2	6	4	51	10	5
	0.00%	7.22%	6.19%	3.09%	2.06%	###	4.12%	52.58%	10.31%	5.15%
72	0	5	5	1	1	3	1	42	9	3
25	0	2	1	2	1	3	3	9	1	2
97	0	7	6	3	2	6	4	51	10	5

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